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ABSTRACT

Participants representing 18 western states and 37 cities attended an inservice institute designed to (1) identify trends, (2) examine current innovative programs, (3) look at roadblock programs, and (4) develop impact plans to cause improvement in occupational programs in the participants' home cities and states. Participants, including counselors, teachers, supervisors, administrators, community action workers, and teacher educators, were assigned to task forces to develop action plans. Consultants at the Institute made presentations concerning career development, and represented such areas as counseling and guidance, vocational education, manpower education, and state level administration. Also, a student panel selected from the Seattle School District brought the point of view of the junior high school to the Institute by identifying real student concern and feeling about the world of work. A followup report 6 months later, indicated that plans of actions developed through the task forces were actually implemented in the participants' home districts. Analysis of all evaluation instruments indicated that Institute VIII was successful. The speeches by the various consultants are included in this final report, along with committee reports and a list of participants and group assignments. (Author/JS)

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FINAL REPORT

Institute VIII

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IMPROVING OCCUPATIONAL ORIENTATION PROGRAMS FOR JUNIOR HIGH STUDENTS IN WESTERN METROPOLITAN AREAS

Part of
Short Term Institutes for Inservice Training of
Professional Personnel Responsible for Vocational-
Technical Education in Western Metropolitan Areas

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VT014105

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FINAL REPORT

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IMPROVING OCCUPATIONAL ORIENTATION PROGRAMS FOR JUNIOR HIGH SCHOOL STUDENTS IN METROPOLITAN AREAS

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June, 1971

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REPORT SUMMARY

Implementation methods of improving occupational orientation programs for junior high schools will come about only by identification of problems and road blocks and compiling plans of action to overcome them and cause occupation orientation experiences to be integrated into the curriculum.

The Institute was appropriately timed to reach many now involved or soon to begin, programs of improving Occupational Orientation Programs for Junior High School Students in Metropolitan Areas.

The pusposes of the Institute were to identify trends, examine current innovate programs, look at roadblock problems and develop impact plans to cause improvement of occupational programs in the participant's home cities and states. Incorporated in these purposes were the concepts of new and innovative approaches and students perceptions of curriculum already in use.

Participants represented eighteen states and thirty seven cities. Present were counselors, teachers, supervisors and administrators at both the state and local education level. Also present were community action workers and teacher educators.

Consultants were selected based on their contribution to career orientation programs and divergent points of view. Consultants represented counseling and guidance, vocational education, manpower education and state level administration. All guest speakers had recently been involved in research and development of programs in career orientation. A representative of the U.S. Office of Education provided the challenge for the Institute.

Eight task-force groups met in three workshop sessions. Each group focused on the problem of identifying problems and developing plans and philosophies of career orientation in the junior high. The interaction and reports of the task force contributed much to the overall value of the institute and is included in this report.

Task-force groups were reorganized on the final day of the Institute by individual cities and states. These groups developed plans of action that they intended to implement on return to their home districts. It was understood by the participants that a follow-up study at the end of six months following the Institute would require them to report on their accomplishments of their established goals.

Planned sharing of experiences of participants contributed much to the Institute objectives and resulted in a mini-survey to identify existing innovate orientation programs conducted by the participants. Results of the mini-survey will be included in the final report.

The student panel selected from the Seattle School District brought the point of view of the junior high student to the Institute. The students identified real student concern and feeling about learning more information regarding the world of work.

The presentation of the guest speakers are included in this report along with task-force reports, city impact plans and names, positions and addresses of participants. The effectiveness of the Institute as determined on the final day indicates participant satisfaction; numerous correspondence has been received from the participants that reflect they felt the Institute worthwhile.

Final evaluation took place seven months after completion of the Institute and is recorded in the final report. Forty-four participants who responded to the Post-Institute Evaluation Form indicated they had implemented new programs in career orientation. Analysis of all evaluation instruments indicated that Institute VIII was effective and accomplished its identified objectives.

CHAPTER I

INTRODUCTION

Providing inservice education for persons responsible for vocational education is one of the formidable tasks now facing the field of vocational education. Skyrocketing student enrollments, expansion in the number of full-time and part-time vocational educators, needed reductions in pupil-teacher ratios, accelerated development of occupational programs for students with socioeconomic or other handicaps, and new innovations in educational techniques emphasize the demand for more and better inservice training.

The need for staff development is further warranted by the nation's rapid social and economic changes. Moreover, the widening gap between available vocational education offerings and training required by today's youth and adults has added to the urging for strengthening the inservice training of educators.

Institute VIII, Improving Occupational Orientation Programs for Junior High School Students in Metropolitan Areas, was one of a series of Short-Term Institutes. The Short-Term Institutes for Inservice training of Professional Personnel Responsible for Vocational-Technical Education in Western Metropolitan Areas is a multiple institute project, coordinated by Colorado State University, under the auspices of the United States Office of Education. The project consists of ten separate institutes, conducted in various cities of the Western United States during the calendar year of 1970, and directed toward the involvement of large city school administrators, vocational education directors, teachers, counselors, State Commissioners of Education, State Directors of Vocational Education, persons responsible for teacher and counselor education programs, and representatives from industry, business, labor and city government.

Each of the ten institutes was designed to deal directly with the different concerns of persons responsible for vocational education. They were intended to be working conferences, from which each participant would obtain concrete materials with which he could operate. Each participant combined his knowledge and special skills with that of others in the development of materials, and committed himself to the utilization of the knowledge and materials he has obtained from the institute to implement a program or project to bring about desirable changes in his area.

Institute VIII developed because of a specific concern relating to career orientation in the junior high schools and middle schools.

With the increasing emphasis on college and college preparatory programs by the lay public, educators and mass communications media, there is a great danger the non-college bound student and his needs, particularly in occupational orientation, may be neglected. The problem of such students is further aggravated by the limitations of guidance counselors in terms of occupational knowledge, complexity of the labor market, job entrance requirements, and the difficulty of personally getting first-hand information essential to making career decisions.

The literature cites considerable evidence that career orientation can be effective for the junior high or middle school age groups--it is known that as early as the fifth grade the occupational hierarchy of jobs is knowledgeable to youth, while at the same time they know little about the tasks, preparation and knowledge required in the occupational world. The youth are ready to learn, but the educational system is not prepared to offer meaningful career orientation programs. It is the purpose of this institute to: (1) Review emerging concepts and current exemplary occupational orientation programs for junior high school students; and (2) Develop an action plan for planning, organizing, and implementing career orientation programs in twenty-five major western city junior high school systems.

OBJECTIVES

The objectives of the short-term institutes varied, being specifically directed toward the concern with which each institute dealt. Generally speaking, however, all institutes dealt directly with the problems facing Vocational Education and worked toward developing solutions to these problems in accordance with the Vocational Education Amendments of 1968. Specifically, the multi-project goals were:

Goal One: To expand the knowledge of training needs and desires of disadvantaged youth and adults.

Goal Two: To consider the problems and formulate models for implementing a theme of "career centered" education into the present school system.

Goal Three: To assemble and evaluate innovative as well as proven techniques of providing vocational education to disadvantaged persons in the inner cities of metropolitan areas.

Goal Four: To produce attitudinal and behavioral changes in the participating "change agent" teams so that a dedication for implementing the other institute outputs will follow.

Institute VIII objectives were identified in behavioral terms as follows:

Given a five-day educational workshop experience including current research reports, reading assignments, lectures, workshop experiences, participant-consultant interaction, a program visitation, and problem brain-storming, the institute participants (25 guidance personnel, 15 state vocational directors, 10 school principals, 15 school board members, 5 community representatives, 5 professional association representatives, and 25 curriculum coordinators) will:

1. Produce a document "Implementation Plan for Improving Occupational Orientation Programs for Metropolitan Junior High School Students".

2. Prepare individual "impact" plan for their own cities.

3. Devise an evaluation method and schedule for a post institute "impact report" and

4. Submit their final post "impact report" on schedule.

Institute success will be measured by 100% completion of the objectives by the representatives from major cities involved in the institute.

THE GENERAL PLAN

In order to accomplish the objectives of Institute VIII it was the general plan to bring together three group types: experienced specialists (consultants), institute participants, and students. Concentrated interaction between these three groups and separate work sessions as task force groups were the general method used to accomplish the objectives of the institute. The experienced specialists or consultants were selected to represent different points of view--the consultants were selected from three categories: counseling and guidance experts, economic education experts, and vocational education experts. The requirement for selection included that the consultant must have had a recent involvement in a career orientation program or experience that dealt with junior high school level students. All consultants selected fit this criteria; in fact research reports of their involvement have been published in both regional and national levels. The participants were selected representing multi educational functions in positions that potentially could bring about change in their home cities. Some participants represented public agencies and were involved because of that purpose. During the conference the participants were organized into task force groups and reassigned into impact plan groups by geographical areas on the final day of the institute. The student panel selected from the Seattle School District brought the point of view of the junior high school student to the institute. The students identified real student concern and feeling regarding learning more information about the world of work. It was the plan for the objectives to be accomplished by: (1) having the consultants interact directly in large group sessions with all participants of the institute; (2) having the participant interact and prepare individual plan in the task force group and in the impact plan group; (3) having the participants get the point of view of students and their ideas on career educational needs through a panel discussion and interaction with the students; and (4) accomplish the objectives by follow up evaluation forms to see if in fact the impact plan of the participants had been carried out.

INSTITUTE LOCATION AND ACCOMPLISHMENTS

Institute VIII was held at the University of Washington in Seattle, Washington, beginning Sunday, August 2, and ended August 7, 1970. One hundred twenty-seven people were involved in the institute during that week; 98 of these people were participants, 7 consultants, 4 institute administrators, 10 students, and 8 were classified non-professional staff. Combined efforts of these 127 people concentrated on the theme "Career Orientation for the Junior High School Students in Metropolitan Areas" did bring about, in the author's opinion, accomplishment of the institute objectives. Consultants presented their career orientation experiences to the participants and interacted with the participants regarding their concerns. Participants organized into task force groups brainstormed the career orientation problems and prepared task force group reports. On the final day participants organized by geographical area prepared impact plans to bring about change in the geographical area. The student panel brought to the institute the thoughts and ideas of the students and shared them during a panel interaction with the participants. The institute administration and support personnel worked hard to keep the institute moving toward its goals and to provide a meaningful experience and service to the institute participants.

CHAPTER II

METHODS AND PROCEDURES

Planning

A preliminary planning meeting in October of 1969 attended by representatives of the U. S. Office of Education, the prime contractor, Colorado State University; and sub-contractor multi-institute directors, was held at Colorado State University for the purposes of planning the future multi-institutes. Major objectives of this planning meeting was to review individual institute goals and objectives, to determine institute dates, to agree on rules and regulations and contractual requirements. At the completion of this two-day meeting the responsibilities of the prime contractor and sub-contractors had been clearly delineated. The individual institute directors were able to return to their home locations and begin to prepare for the individual institute.

The Prime Contractor

Colorado State University, served as the source for distribution of multi-institute information and collection of applications from candidates wishing to participate. These applications were forwarded to the Institute VIII co-directors for analysis and selection. As the planning of the Institute VIII evolved, and because of the need for direct correspondence, recruitment of candidates, and receipt of applications, became the responsibility of Institute VIII directors.

Participant Criteria

The criteria for selection of candidates included analysis of broad general requirements and more specific characteristics.

The broad general requirements for original screening was established on a matrix. Criteria of group types of individuals to participate were plotted against the twenty-five major cities identified for participation. Institute VIII was seeking 25 guidance people, 15 state directors, 10 school principals, 15 teachers, 15 public employees and lay citizens, 5 representatives of professional associations, and 25 curriculum coordinators. Number one selection priority went to individuals in these categories from the following major cities: Phoenix, Tucson, Arizona; Little Rock, Arkansas; Oakland, Long Beach, Los Angeles, San Diego, San Francisco, California; Denver, Colorado; Honolulu, Hawaii; New Orleans, Louisiana; Minneapolis, St. Paul, Minnesota; Kansas City, St. Louis, Missouri; Omaha, Nebraska; Albuquerque, New Mexico; Oklahoma City, Tulsa, Oklahoma; Portland, Oregon; Dallas, Fort Worth, Houston, Texas; Salt Lake City, Utah; and Seattle, Washington.

Candidates who met the general requirements were screened more specifically by (1) the priority they placed on Institute VIII as a preference; (2) their major responsibilities; (3) their reason for attending; and (4) nomination by major city appointed representative.

Candidates who met the criteria were invited to attend by letter and ask to complete an acceptance form and return it to the Institute

VIII director. Follow-up correspondence was forwarded to each participant regarding housing and food facilities, the program, and planned activities.

Institute Procedures

The procedures for conducting this institute utilized four techniques.

(1) Formal presentations by consultants.

(2) Task force workshops.

(3) A student panel.

(4) Bring and Brag session by participants.

The Essence

The essence of each formal presentation by consultants was to bring to the participants of the institute their experiences in carrying out a particular aspect of career orientation for junior high school students. Transcripts of each consultant's presentation are included in the appendixes; however, a capsule summary of the presentations follow:

Mr. Sam Kerr, representing the U. S. Office of Education, presented the challenge to the institute participants on the first day of the institute. Mr. Kerr traced the evolution of vocational education from the 1917 Smith-Hughes Act to the present time, pointing out the change in philosophy from limiting vocational education to the preparation of skills in specific areas to the broad present concept of including attitude and career orientation development at the lower grade levels.

The first consultant, Dr. Joe R. Clary, Executive Director of the North Carolina Advisory Council on Vocational Education, was charged with identifying problems and roadblocks to the development of career orientation programs. Dr. Clary successful gives us an overview of some of the realities of society as compared to the dreams of society and their effect on vocational education. He persued four major roadblocks: (1) dealing with attitude; (2) lack of vision; (3) the personnel problem; and (4) the lack of money. Dr. Clary's approach to the solution of these problems included real examples he had experienced in career programs in North Carolina. The two programs explained to the group included Introduction to Vocations, which began in the North Carolina school systems in the 1963-64 school year; and a second North Carolina program called the Middle School program which commenced in 1969.

Dr. Wesley Tennyson, Counselor educator from the University of Minnesota, addressed himself to the issue of career development through the curriculum. Dr. Tennyson successfully ties the every day's activities of children to the realities of the adult world of work. He points out that children's activities are elements of a career development program. This consultant shared with us his beliefs on who is responsible for leadership to bring about career education. Dr. Tennyson emphasizes the establishment of relevancy for bridging the school and the community and for promoting self-development. In his opinion career development cannot be separated but must pervade the entire school curriculum in school programs and involve the community.

Mr. Ron Berg, State Supervisor of Vocational Guidance and Counseling, and Mr. Glen Adams, a counselor at Edmonds Community College and state director of the Washington State's project NEED, shared with the group their involvement in Project NEED. This program deals with a systematic process of bringing about knowledge and change on the part of classroom teachers at the junior high and high school levels, as well as at primary schools. Mr. Adams explains his involvement in developing informational materials to present to school counselors and teachers. Mr. Berg discussed the state vocational education office's involvement in putting together a program for changing attitude of the classroom teachers.

Consultants Dr. Robert L. Darcy, Colorado State University, and Professor Phillip Powell, Arkadelphia, Arkansas, are a team of economic educators devoted to the development of manpower in economic education. Their presentation centers around the concern that manpower education has two dimensions. The first is concerned with manpower development in improving the capacity of men and women to participate successfully in the labor force. The second dimension of manpower education is economic system functions; the role of human resources in the process of production and distribution and the implication and sometimes forgotten fact that man is more than a means of production--he is also a citizen, consumer, and most of all, a person. They shared with the participants the materials they have developed and their method of distribution of these materials in implementing them in the local school system.

Dr. Ben Yormark, Seattle Schools, Seattle, Washington, was the final consultant to the institute and successfully put together a summary evaluation. He critiques the institute and makes recommendations for improvement in future institutes. He effectively threads together the activities of the previous 5 days and summarized them for the participants.

Throughout the conference time was allowed for task force workshops. Task forces addressed themselves, immediately after hearing the speakers, to the specific topics of the speakers and how they would effect them in their own metropolitan city. The task force compiled their ideas and concepts on the various areas of the conference and they are included in the appendixes of this report. There were originally nine task force groups; however, prior to the Friday (the final day of the workshop), these task force groups were reorganized by geographic area. The geographic area groups prepared impact plans for causing change to bring about career orientation in the junior high schools in their home state or city. These impact plans are included in the appendixes.

A student panel from junior high schools in the Central Seattle area was organized by the Seattle School District and brought to share their ideas with the participants of Institute VIII. They were charged with a "Tell It How It Is" concept as related to occupational orientation. Many of these students had been involved in occupational orientation programs and they shared some of them, their successes and others, their failures in identifying the world of work with their needs. They were both frank and blunt in expressing their concerns about teachers' attitudes in relationship to academic and vocational education. The participants received new insights into the points of view of students from this panel discussion. The weakness of this discussion was the fact that sufficient time was not allowed.

One of the highlights of the institute was previously unpredicted by the local director. The "Bring and Brag Show and Tell" section proved to be exceptionally effective. Individual participants brought examples of exemplary occupational orientation programs that they were conducting to share with other participants of the institute. Much was gained by those who brought their material and share it with others. The results of this section resulted in a mini survey of existing exemplary career orientation programs presently being conducted.

Institute Evaluation Method

The primary method of evaluation of Institute VIII was brought by an analysis of two forms. Form 3, which was given at the end of the institute, sought the opinions of the institute participants regarding the conduct of the institute and its content. A post-institute evaluation form was mailed to each participant 7 months after the completion of the institute. This instrument was designed to provide feedback after an interval of time following the institute. The purpose of the post-institute evaluation form was: (1) to evaluate the way in which the institute was conducted; and (2) to measure the degree of changes being initiated and established by institute participation. Two additional instruments were required by the prime contractor, Colorado State University--Forms 1 and 2. Form 1 was administered at the beginning and again at the end of the institute soliciting participant's opinions of vocational education. Form 2, which dealt with the general beliefs of participants, was also administered at the beginning and at the end of the institute.

CHAPTER III

SUMMARY OF INSTITUTE VIII

Planning of Institute VIII began in October of 1969 and commenced through the soliciting and selection of candidates and consultants during the spring of 1970. The actual institute was conducted during the week of August 3-7, 1970 and follow-up evaluation will be complete with the publishing of this final report in June of 1971.

Institute VIII met its primary goals and objectives, first by having representatives from the Western United States participating from the specified cities identified by the primary contractor, Colorado State University. These representatives were from those categories established for participants in Institute VIII, including guidance personnel, vocational directors, school principals, school board members, community representatives, a professional association representative, and curriculum coordinators.

The geographical and occupational selection of these participants contributed to the success of the institute, and later to the actual implementation of plans that the junior high school and middle school level throughout identified major metropolitan cities in the Western United States.

The more specific institute objectives were also accomplished. The first objective, "the production of an implementation plan for improving occupational programs for metropolitan junior high school students", was actually prepared (although in draft form) through the work of the task force groups during the week of the institute. The second objective, preparation of individual impact plans, was accomplished through the geographic organization of the impact plan groups on the final day of the institute. These impact plans were actually prepared--many of them were later implemented as discovered in the post-institute evaluation form. The impact plans are included in the appendices for review by the readers of this document. Specific objective three, of the institute, the devising of an evaluation method and the scheduling of a post-institute impact evaluation and report, has been completed. The seventh-month post-evaluation instrument has been mailed to all participants and 61 participants responded to this evaluation follow-up. They identified many things that happened because of their attendance at Institute VIII and these items are included for your perusal. Objective four required that the institute participants respond to this post-institute evaluation form and while we did not receive 100% response we did get some 62% response.

Evaluation data of Institute VIII reported in Chapter IV indicates that 80% or more of the participants felt that Institute VIII was very worthwhile, both at the completion of the institute and seven months later as determined by institute form. The vast majority of those attending did identify that the institute objectives were clear, that they were relative to their occupational area, and that they did have an impact on them. Some 97% of the participants identified that they had learned things that were new and indicated that the material was valuable to them. Eighty-one percent of the participants felt their experiences in the task force groups were worthwhile, that they had satisfactory involvement in these groups.

The evaluation data found that over 94% of the participants felt that the materials were very helpful to them that they received at Institute VIII. These same participants responded that they planned to make future changes to their present programs and planned to improve occupational programs in career development at the junior high level in their home cities.

The post-institute evaluation form administered seven months after completion of the institute again reinforced the opinion of those participants that the institute was of much value to them--and, in fact, had caused change in their major cities. Seventy-seven percent of those responding on the post-institute evaluation form replied that they had modified their present work and only 23% replied that they had made no change in their present work because of the attendance at Institute VIII. The 44 participants who did respond that they had modified their work identified the kinds of modifications that had taken place. These modifications are included in the appendices of this document. However, as an example, in Arkansas occupational education information packets have been prepared for elementary teachers and a workshop for the junior high school teachers is going to be held this June. In Missouri a local director had produced a video tape film in the area of vocational school offerings and is going to utilize this film on the junior high school level. Another director of vocational education in Arkansas had implemented vocational orientation in the 5th and 6th grades in eight different schools and has plans for revising the original teacher's guide for vocational orientation occupations in junior high. In Louisiana a curriculum supervisor stated that he had increased the emphasis on occupational orientation in vocational guidance in the junior high schools and that they have added sections dealing with the world of work at the elementary level. A response from Wyoming guidance counselor says, "Yes, we have established a work orientation program and an on-the-job explanation program in the junior high". A Washington educator says, "Yes, we have implemented career planning programs into our junior highs". An Arizona training coordinator has devoted a complete session to occupational study that previously was all metal-working. A California principal experienced difficulty with the staff in implementing a guidance and vocational education program in the state curriculum. A Texas consultant replied that they are using the ideas of Institute VIII in an attempt to develop occupational guidance in the total K through 12 curriculum in their area. These kinds of accomplishments because of their participation in Institute VIII are identified in greater detail in your appendices. They certainly point out that Institute VIII did in fact bring about change in occupational curriculum in the K through 12 areas on the part of the major portion of those participants who were present at Institute VIII.

While Institute VIII seems to have accomplished its objectives and brought about change, recommendations should be considered. I would recommend that: (1) a closer detail follow-up of Institute VIII participants be conducted by the Department of HEW to ascertain in greater details those things being implemented and their impact on the local school system, (2) follow-up on those individuals who responded that no changes were taking place in their home area to discover if the reason for these changes lies with the participant or within some kind of roadblocks established in the local district, (3) future institutes of this type may be very worthwhile and would recommend that the Department of HEW continue to identify specific goals and objectives to be accomplished and to offer meaningful workshop institutes such as the Institute VIII.

The "Bring and Brag, Show and Tell" session that was established at Institute VIII proved to be most rewarding to the participants. It would appear that many times a valuable sharing of information is overlooked when institutes are crowded with consultants and work task force groups. Future institutes should contain more time for participants to share with others in the institute their actual plans that they are attempting to or are implementing presently. This proved to be a most valuable session and I would urge future institute directors to include this type of activity in their institute.

Many specific recommendations could be determined from an analysis of the evaluation data. However, the overall evaluation of Institute VIII seems to indicate that it had a positive effect on the participants and did in fact bring about change at the local junior high schools.

CHAPTER IV

EVALUATION OF THE INSTITUTE

Institute VIII was evaluated to determine if it had met its objectives: (1) Produce an implementation plan for improving occupational orientation program for metropolitan junior high school students; (2) Prepare individual impact plans for their own cities; (3) Devise an evaluation method and schedule for post-institute impact report; and (4) Submit their final evaluation instrument on schedule. These objectives were primarily measured, as indicated in the previous chapter by two evaluation instruments, (1) "Form 3" and (2) "Post-Institute Evaluation Form" and also by the work completed during the institute.

FORM 3 EVALUATION

Form 3 administered on Friday, August 8, last day of the institute, was used to evaluate if the objectives were obtained, if efficient methods and procedures were used, and if theory presented was related to practice. The results of Form 3 are summarized as follows:

Objectives of the Institute: Question 1 through 4 dealt with the participant's perceptions of the institute objectives. Seventy-four participants completed Form 3. Question 1 asked if objectives of the institute were clear to them. Sixty-two persons or 84 percent responded they strongly agreed that the institute objectives were clear. Eighty-one percent disagreed with question 2, stating the institute objectives were not clear. Eighty-four percent of the participants felt they accepted the purposes of the institute and 82.5 percent felt their objectives and the institute objectives were the same.

Participant Perception Regarding Their Learning: Questions 5 through 11 attempted to measure if participants felt they had learned new ideas and their view of the topics and information.

TABLE I

PARTICIPANT RESPONSES REGARDING LEARNING

	% Agreed	% Not Sure	% Disagreed
5. I have not learned anything new.	1.5	1.5	97.0
6. Material presented seemed valuable to me.	93.0	5.6	1.4
7. I could have learned as much by reading a book.	3.0	8.0	89.0
8. Possible solutions to my problems were not considered.	9.3	8.7	82.0
9. The information was too elementary.	1.5	1.5	97.0
10. The speakers really knew their subject.	84.0	12.0	4.0
11. I was stimulated to think about the topics presented.	84.0	8.7	7.3

Task Force Groups: Questions 12 through 16 evaluated the participant's perceptions of the task force group's procedures and evaluation. The specific responses are identified in the appendices; however, more than 81 % of the participants felt their experiences in the task force groups were worthwhile and they had satisfactory involvement.

Value of Information Presented and Time Spent: Questions 17 through 21 attempted to measure participant's perceptions of the information and content of Institute VIII. Eighty-four percent felt their time was well spent. Eleven and one-half percent were unsure and 8.5% felt they had not spent their time well. The institute met the expectations of 75% of the participants with 12% being unsure; and the institute did not meet the expectations of 13% of the participants.

Theory Related to Practice: Questions 22 through 24 measured relationship of theory presented in Institute VIII to practice.

TABLE II

RELATIONSHIP OF THEORY TO PRACTICES RESPONSES TO QUESTION 22, 23, 24

		% Agreed	% Not Sure	% Disagreed
22.	Theory was not related to practice.	11.3	12.7	76.0
23.	The printed materials provided were very helpful.	94.0	6.0	-0-
24.	The schedule should have been more flexible.	15.5	21.5	63.0

Participant's Plans to Modify Future or Present Work: Question 25 asked participants if they planned to modify present or future work because of participation in the institute. Ninety-three percent of the participants responded that they planned to do so and 7% said they had no such plans.

POST-INSTITUTE EVALUATION FORM

Seven months after attendance at Institute VIII the Post-Institute Evaluation form was mailed to all participants. Sixty-one responded to questions designed to measure: (1) the manner in which the institute was conducted, and (2) the effect it had upon the participants.

TABLE III

PARTICIPANT'S OPINIONS OF THE INSTITUTE AND ITS EFFECT:

		Number Responding	% Agreed	% Unsure	% Disagreed
1.	The objectives of Institute VIII are still clear to me.	54	90.7	5.6	3.4
2.	The objectives of Institute VIII were not realistic.	61	3.4	6.6	90.0
3.	The objectives of this institute were not the same as my objectives.	57	7.2	5.3	87.5
4.	I did not learn anything new at Institute VIII.	59	-0-	2.0	98.0
5.	The material presented has been valuable to me.	58	92.0	4.0	4.0
6.	I could have learned as much by reading a book.	59	3.0	5.0	92.0
7.	The information presented was too elementary.	59	2.0	5.0	93.0
8.	As I look back, the speakers really knew their subjects.	56	84.0	12.0	4.0
9.	As I look back, the group discussions were excellent.	59	85.0	8.0	7.0
10.	My time was well spent.	59	98.0	-0-	2.0
11.	The institute met my expectations.	57	86.0	9.0	5.0
12.	Too much time was devoted to trivial matters.	59	8.0	12.0	80.0
13.	The information presented at the institute was too advanced.	59	-0-	1.0	99.0
14.	The content was not readily applicable to the important problems in this area.	58	7.0	3.0	90.0
15.	The printed materials that were provided were very helpful.	59	91.0	5.0	4.0

Modification of Present Work: Question 16 tried to ascertain if participants had modified their present work because of participation in Institute VIII. Fifty-seven persons responded to this question. Forty-four or 77% replied they had modified their present work. Thirteen or 23% responded they had not modified their present work. The 44 responding yes were asked to identify such modification or activities. These responses are in the appendices.

Idea Exchanges Between Institute VIII Participants: Question 17 asked if participants had established contacts with Institute VIII participants or consultants for exchanging information. Twenty-six or 45% had responded yes to this question; 32 or 55% responded no.

PARTICIPANT'S VIEW AS TO THE EXTENT OF INSTITUTE VIII OBJECTIVES BEING ACCOMPLISHED

Pertinent comments of Institute VIII participants are included in the appendices. These comments showed significant agreement among participants that the goals and objectives of Institute VIII had been accomplished.

Future Attendance at Institutes: Questions 23 and 24 asked participants views regarding future institute attendance.

TABLE IV

PARTICIPANT'S VIEWS OF ATTENDANCE AT INSTITUTE

	YES	NO
23. If you had it do over again would you apply for Institute VIII?	58	0
24. If an institute such as this is held again would you recommend to others like you that they attend?	58	0

POST-INSTITUTE RESULTS AT PARTICIPANT'S LEVEL

Part II of the Post-Institute Evaluation form asked each participant to respond to 18 self-related questions.

TABLE V

POST-INSTITUTE VIII RESULTS AT PARTICIPANT LEVELS

Because of information gained at the institute, I: (Please check correct response)	YES	NO
1. Have re-evaluated present vocational programs.	44	8
2. Have made changes in present vocational programs.	40	10
3. Have explained new concepts to educators and/or citizens in the school district, institution, or state that I represent.	50	4
4. Have constructed new curricula.	27	25
5. Have helped others construct new curricula.	33	19
6. Have planned new instructional programs.	37	13
7. Have written courses of study.	15	39
8. Have written proposals for vocational programs.	33	19
9. Have written articles or other materials.	14	36
10. Have initiated exemplary programs.	32	19
11. Have been working more closely with various segments of the community such as business, industry, and/or agriculture.	42	10
12. Have given talks on vocational education and orientation programs at the junior high.	31	19
13. Have been working more effectively with other educators.	49	4
14. Have been constantly using some of the information presented at the institute.	40	11
15. Have definitely learned new concepts which have been valuable to me.	49	4
16. Have referred to and used the printed materials that were provided at the institute.	45	9
17. Have become more aware of the vocational needs of junior high school age students.	49	5
18. Have developed specific programs for improving occupational orientation programs for junior high school students.	39	19

OTHER EVALUATION METHODS

The task force reports and geographical impact plans included in the appendices met critera established for measurement of objectives 1 and 2 as stated.

Forms I and II were administered at the beginning and end of Institute VIII. Form I dealt with participant's opinions about vocational education and Form II dealt with participant's general beliefs. The institute director could not identify significant correlation between these instruments and the goals and objectives of Institute VIII. However, in analyzing the results of the instrument, no significant change took place in the responses made by participants either on Form I or Form II.

APPENDIX A

CORRESPONDENCE

APPLICATION FORM

Short-Term Institutes for Inservice Training of Professional
Personnel Responsible for Vocational-Technical Education
in Western Metropolitan Areas

INSTITUTE VIII

Improving Occupational Orientation Programs for Junior High School Students in Metropolitan Areas. August 3-8, 1970, University of Washington, Seattle

Please type all responses:

Miss
Mrs.
Name Mr. ____
Dr. (Last) (First) (Initial)

Mailing Address ____
____
(Zip Code)

Office Phone: __________ Area Code ____ Home Phone __________ Area Code ____

Current Position ____
(Title) (Years Held)

____
(Employer's name) (Address)

Major Responsibilities ____
____

What knowledges, abilities, or materials do you perceive your participation can contribute most to this institute?

Briefly describe your present or future activities which relate to this institute.

What are your primary reasons for wanting to participate in this institute?

I AGREE that if accepted to participate in this institute, I will be in attendance for the entire period unless prior arrangements have been made. Further, I understand that reimbursement arrangements will differ among the institutes, and I agree to accept either provision of room and board, or a $75 per week stipend, whichever is offered by the sponsoring institute. I understand that reimbursement for travel will be made separately, and will be on the basis of air tourist rate, tax exempt, within the continental United States. If the total costs of institute travel do not permit full reimbursement, a pro rata distribution of funds based on cost of air tourist fare will be made. Furthermore, I understand that the programs developed by this institute will be evaluated, and I agree to furnish the information necessary to evaluate my segment of the program.

Applicant______________________
(Signature)

I suggest that this person could serve as a______________________
(to contribute to this institute)

PLEASE COMPLETE AND RETURN TO:

Mr. Arthur A. Binnie
Director, Vocational Education
Green River Community College
12401 S. E. 320th Street
Auburn, Washington 98002

GREEN RIVER COMMUNITY COLLEGE

12401 S.E. 320th St., Auburn, Washington 98002

Dear Applicant:

Congratulations! You have been selected as a participant in Institute VIII, Improving Occupational Orientation Programs for Junior High School Students in Metropolitan Areas.

The Institute will be conducted at the University of Washington, Seattle, Washington, during the week of August 3 through August 8, 1970. You are requested to complete and return the enclosed form to my office as soon as possible.

Detailed information regarding housing accomodations will be forwarded to you soon along with an Institute program.

We are looking forward to working with you at Institute VIII.

Sincerely,

Arthur A. Binnie
Co-Director
Institute VIII

GREEN RIVER COMMUNITY COLLEGE

12401 S.E. 320th St., Auburn, Washington 98002

Your application form for Institute VIII, "Improving Occupational Programs for Junior High School Students in Metropolitan Areas" has been forwarded to us from Colorado State University.

The applications are presently being processed and all candidates will be informed of their status as rapidly as we can determine eligibility as established by the U.S.O.E. Our target completion date for informing all applicants is June 1, 1970.

You will be hearing from us soon.

Sincerely,

Arthur A. Binnie, Director
Vocational Education

GREEN RIVER COMMUNITY COLLEGE

12401 S.E. 320th St. Auburn, Washington 98002

INSTITUTE VIII

IMPROVING OCCUPATIONAL ORIENTATION PROGRAMS FOR

JUNIOR HIGH SCHOOL STUDENTS IN METROPOLITAN AREAS

____ I ACCEPT. I plan to attend Institute VIII.
August 3 through 8 at the University of
Washington in Seattle.

____ I REJECT. I will be unable to attend Institute VIII.

____
Participant Signature

Social Activity

The Washington Council of Local Administrators of Vocational Education is planning a No-Host Northwest Dinner on Tuesday evening, August 4, 1970, at a new restaurant on Lake Union close to the University campus. Many of the administrators own small pleasure boats which will be available that evening for boating fun. We must know if you will participate.

____ I plan to attend the Northwest Dinner.

____ I will not attend.

____ I will bring guests. Number______________?

GREEN RIVER COMMUNITY COLLEGE

12401 S.E. 320th St. Auburn, Washington 98002

Dear Participant:

Please find enclosed a copy of the program outlining the schedule and activities of Institute VIII, Improving Occupational Programs for Junior High School Students in Metropolitan Areas.

On Sunday evening a reception is planned in the Student Union building at the University of Washington. Participants should enter the lobby of the Student Union Building - the location of the reception room will be posted on the reader board. This will be an opportunity to receive your Institute material and get acquainted with other participants from the western states.

The first session Monday morning, 8:00 a.m., will also be conducted in the Student Union building.

Note that on Wednesday afternoon, August 5, 1970, there is an opportunity for participants to "Bring and Brag - Show and Tell." This time is set aside for those with innovative programs in their home cities to present them to the Institute or distribute or display materials. If you have something innovative to tell and desire 15-20 minutes time, please inform me and I will try to make arrangements for you.

You are probably aware that Federal regulations no longer permit tax exempt air fare as of July 1, 1970. If it is possible for you to travel air excursion fare, please arrange it. Be sure to make your housing arrangements with Dr. Howard Larsen at the University of Washington.

We are looking forward to meeting you and to a successful institute.

Sincerely,

Arthur A. Binnie
Co-Director
Institute VIII

Encl.

UNIVERSITY OF WASHINGTON

Seattle, Washington 98105

May 1, 1970

To: Conference Participants
Institute Eight
"Improving Occupational Orientation Programs for Junior High School Students in Metropolitan Areas"

FROM: Howard B. Larsen, Chairman
Higher Education
(University liaison for conference)

RE: Housing Accommodations

Residence space will be available for conference participants under the following conditions.

Accommodations will be provided in Haggett Hall and will consist of twin bedded student rooms served by community bath facilities. Bed linen, blankets and towels as well as daily maid service will be furnished. Food service will not be available in Haggett Hall but may be obtained a short distance away in the Husky Union Building.

Rates for room only will be $3.50 per person per night for double occupancy and $5.00 per person per night for single occupancy. Advance payment of room rent is not required. Interested participants should write to the Manager, Haggett Hall, University of Washington, Seattle, Washington, 98105 for reservations. Reservation requests should be received at Haggett Hall by July 20th.

If you desire further information please contact me at 543-1891.

GREEN RIVER COMMUNITY COLLEGE

12401 S.E. 320th St., Auburn, Washington 98002

You recently received notification of your acceptance to Institute VIII in Seattle, Washington for the dates of August 3-8, 1970.

We have not received any communication from you regarding this matter to date.

Will you please respond immediately so we may offer your position to an alternate if you are unable to attend.

Sincerely,

Arthur A. Binnie
Co-Director
Institute VIII

GREEN RIVER COMMUNITY COLLEGE

12401 S.E. 320th St., Auburn, Washington 98002

You recently received notification of your acceptance to Institute VIII in Seattle, Washington for the dates of August 3-8, 1970.

We have not received any communication from you regarding this matter to date.

Will you please respond immediately so we may offer your position to an alternate if you are unable to attend.

If we have not heard from you by July 17th, we will assume you do not plan to attend.

Sincerely,

Arthur R. Binnie
Co-Director
Institute VIII

Encl.

GREEN RIVER COMMUNITY COLLEGE
12401 S.E. 320th St., Auburn, Washington 98002

May 28, 1970

Dear Applicant:

You have been selected as an alternate to participate in Institute VIII, Improving Occupational Orientation Programs for Junior High School Students in Metropolitan Areas, Seattle, Washington.

We are allowed 100 participants and are anxious to have that number in attendance. All alternates will be informed by July 1, 1970, if they have been selected to participate.

We appreciate your interest in this institute and hope you are afforded the opportunity to be with us.

Sincerely,

Arthur A. Binnie
Co-Director
Institute VIII

APPENDIX B

PARTICIPANTS
AND
GROUP ASSIGNMENTS

IMPROVING OCCUPATIONAL ORIENTATION PROGRAMS
FOR JUNIOR HIGH SCHOOL STUDENTS
IN METROPOLITAN AREAS

Institute VIII

Participants

Mr. Alburn M. Gustafson, Director (I)
Pupil Personnel Services
Morrow Educational Center
P. O. Box 4040
Tucson, Arizona 85717

Mr. Owen G. Carpenter, Coordinator (II)
Elementary Pupil Personnel Services
Tucson School District #1
3120 East Lester Street
Tucson, Arizona 85716

Mr. Louis J. Bazzetta, Coordinator (III)
Industrial Education & Horticulture
Tucson Public School District #1
Morrow Education Center
P. O. Box 4040
Tucson, Arizona 85717

Mr. Maurice F. Guptill, Principal (IV)
Utterback Junior High School
Tucson School District #1
5035 East Cooper Street
Tucson, Arizona 85711

Mr. John R. Swanson, Counselor (V)
Phoenix Union High School District
2829 West Solano Drive N.
Phoenix, Arizona 85017

Mr. Sanford Kalwara (VI)
Consultant for Special Education
Phoenix Union High School District
2042 W. Thomas Road
Phoenix, Arizona 85015

Mr. Richard Troxel, Teacher (VII)
Phoenix Union High School District
2042 West Thomas Road
Phoenix, Arizona 85015

Mr. Grant Johnson, Director (VIII)
Freshman Program
Phoenix Union High School
512 E. Van Buren Street
Phoenix, Arizona

Mr. Oswald Weise, Jr., Director
Vocational Orientation & Exploratory
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Arkansas Department of Education
Arch Ford Education Building
Capitol Complex
Little Rock, Arkansas 72201

Mr. William G. Knight, Administrator
Program Planning & Evaluation
Board for Vocational Education
State Department of Education
Little Rock, Arkansas 72201

Mr. Walter F. Sawrie, Supervisor
Vocational & Industrial Education
Little Rock Public Schools
West Markham and Izard Streets
Little Rock, Arkansas 72201

Mr. Eugene E. Wise, Supervisor
Vocational Education
North Little Rock Special School Dist.
1909 Ponderosa Court
North Little Rock, Arkansas 72116

Dr. Don R. Roberts
Assistant Superintendent
Pupil Personnel and Human Relations
Little Rock Public Schools
100 South Arch Street
Little Rock, Arkansas 72201

Mr. Robert J. Menke, Director
Career Development Services Dept.
San Diego Unified School District
835 Twelfth Avenue
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Room 424, 721 Capitol Mall
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Mr. Jesse D. Morphew (V
Coordinator of Occupational Education
4100 Normal Street
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Mr. George Mangusing (I)
Community Relations Advisor
Mabel E. O'Farrell Junior High School
6130 Skyline Drive
San Diego, California 92114

Mr. James Hilsgen (II)
Instructional Consultant
6521 East Lake Drive
San Diego, California 92119

Mr. J. O. Brixey (III)
Principal, Junior High School
3609 Bonita Verde Drive
Bonita, California 92002

Mr. LeRoy B. Cavnar, Supervisor (IV)
Vocational Guidance
State Board for Community Colleges
& Occupational Education
207 State Services Building
Denver, Colorado 80203

Mr. Donald Forster, Teacher-Coordinator (V)
Industrial Cooperative Education
George Washington High School
Denver Public Schools
Denver, Colorado 80227

Mrs. Nellie R. McCool, Consultant (VI)
State Vocational Guidance
State Board for Community Colleges
& Occupational Education
Room 207 State Services Building
Denver, Colorado 80203

Mr. Thomas Manion, Supervisor (VII)
Industrial Education
Denver Public Schools
414 14 Street
Denver, Colorado 80202

Mr. Leonard Miles, Chairman (VIII)
Industrial Education Department
Smiley Junior High School
2781 South Reed Street
Denver, Colorado 80227

Mr. Patric R. Trujillo (I)
Manpower Coach
Colorado State University
2611 W. 26 Avenue
Denver, Colorado 80211

Dr. Mary Helen Haas (II)
Department of Vocational Education
Colorado State University
Ft. Collins, Colorado 80521

Mr. Douglas Whitten (III)
Vocational Supervisor
4128 South Knox Court
Ft. Logan, Colorado 80115

Mrs. Marcile Wood, Coordinator (IV)
Consumer & Special Needs
1920 Sheely Drive
Ft. Collins, Colorado 80521

Mrs. Florence N. Sakai (V)
Program Specialist
Business Education Section
State Department of Education
P.O. Box 2360
Honolulu, Hawaii 96804

Mr. William G. Young, Supervisor (VI)
Industrial Education
Orleans Parish School Board
731 St. Charles Avenue
New Orleans, Louisiana 70130

Mr. John E. O'Dowd, Director (VIII)
Secondary & Vocational Education
New Orleans Public Schools
731 St. Charles Avenue
New Orleans, Louisiana 70130

Mr. Reynold M. Erickson, Director (I)
Pupil Personnel Services (Guidance)
Minnesota Department of Education
482 Centennial Building
St. Paul, Minnesota

Mr. Kenneth L. Thompson (II)
Research Consultant
Work Opportunity Center
107 Fourth Street S.E.
Minneapolis, Minnesota 55414

Mr. William R. Lundell (III)
Senior Coordinator
Distributive Education & Work
Experience Programs
Minneapolis Public Schools
807 Northeast Broadway
Minneapolis, Minnesota 55413

Mr. Sterling D. Peterson (IV)
Consultant in Industrial Arts
Minneapolis Public Schools
807 Northeast Broadway
Minneapolis, Minnesota 55413

Miss Martrene Woodard, Chairman (V)
Home Economics Department
Mayo High School
1420 11th Avenue S.E.
Rochester, Minnesota 55901

Mr. Leonard B. Kodet, Consultant (VI)
Program Planning & Development
State Department of Education
Centennial Building
St. Paul, Minnesota 55101

Miss Marjorie Niehart (VII)
Supervisor of Curriculum
St. Paul Public School Dist. 625
Room 716 City Hall
St. Paul, Minnesota 55102

Mr. James C. Burke, Counselor (VIII)
Marshall Junior High School
119 Battle Creek Place
St. Paul, Minnesota 55119

Mr. Harold A. Specht, Chairman (I)
Citizens' Advisory Committee
701 Kenwood Parkway
Minneapolis, Minnesota 55403

Mr. Edward Peterson, Instructor (II)
1309 North 20 Avenue East
Duluth, Minnesota 55812

Mr. Chester R. Anderson (III)
General Coordinator for Occupational
Career Information & Interpretation
Public Schools of Kansas City, Missouri
1514 Campbell
Kansas City, Missouri 64108

Mr. Jesse Jones, Jr., Teacher (IV)
Graphic Arts
St. Louis Board of Education
5849 Kennerly Avenue
St. Louis, Missouri 63112

Mr. Jay Willows, Director
Vocational & Adult Education
David H. Hickman High School
Columbia, Missouri 65201

Mr. Tom Mock, Assistant Director
Guidance Services
State Department of Education
P. O. Box 480
Jefferson City, Missouri 65101

Mr. Edward A. Stitch, Consultant(
Vocational Agriculture Education
State of Nebraska
Department of Vocational Educatic
611 East Eldora Lane
Lincoln, Nebraska 68505

Mr. Robert R. Edwards (V
(Teacher, Junior High School)
5063 Locust Street
Lincoln, Nebraska 68516

Mr. Richard S. Rarick
Assistant Area Superintendent
Albuquerque Public Schools
1411 Princeton Drive N.E.
Albuquerque, New Mexico

Mr. Dever Langholf, Principal
Mission Avenue School
5808 Bellamah N.E.
Albuquerque, New Mexico 87110

Mr. Leonard M. Greenspan, Princip
Cleveland Junior High School (
2914 La Camila N.E.
Albuquerque, New Mexico 87111

Mr. Delfino Valdez, Area Counselc
Technical-Vocational Institute
4024 Palo Duro N.E.
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Mr. William R. Gore
Assistant Principal
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Mr. Sizemore Bowlan, Director (VI)
Vocational-Technical & Continuing Educ.
900 North Klein
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Mr. Joe Starwalt, Teacher-Coordinator
Oklahoma City Public Schools (VIII)
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Mrs. Gloria A. Rehrig (I)
Vocational Counselor
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Mr. Cas F. Heilman, Director (II)
Careers Oriented Relevant Education
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Miss Ruth J. Lepschat, Supervisor (III)
Health Occupations
School District #1
364 N. W. Brynwood Lane
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Mr. Tom Williams, Specialist (IV)
Exemplary & Exploratory Programs
Division of Community Colleges and
Career Education
Oregon Board of Education
942 Lancaster Drive N.E.
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Mr. Fred A. Treadway, Assistant Director
Industrial Arts (V)
Houston Independent School District
3830 Richmond Avenue
Houston, Texas 77027

Mr. W. H. Fitz, Consultant (VII)
Department of Occupational Education &
Technology
Texas Education Agency
Drawer AA Capitol Station
Austin, Texas 78711

Mr. Albert H. Bartschmid, Director
Division of Special Education (VIII)
Texas Education Agency
Drawer AA Capitol Station
Austin, Texas 78711

Mr. Joe Seale, Curriculum Coordinator
Corsicana Independent School District
312 West First Street
Corsicana, Texas 75110 (I)

Mr. O. Eugene Thompson, Supervisor (II)
Basic Skills--CVAE Program
Houston Independent School District
3830 Richmond Avenue
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Mr. H. C. Allen (III)
(Principal--Junior High School)
2006 Mimosa Drive
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Mrs. Barbara P. Sorensen, Counselor(IV)
Southeast Junior High School
2269 Ramona Avenue
Salt Lake City, Utah 84108

Dr. Leonard W. Glismann, Specialist (V)
Industrial Arts
Salt Lake City Board of Education
440 East First South
Salt Lake City, Utah 84111

Mrs. Rosamond Demman, Specialist (VI)
Vocational Education
Salt Lake City Board of Education
440 East First South
Salt Lake City, Utah 84111

Mr. Clinton D. Zollinger, Director(VII)
Vocational Education
Davis County School District
45 East State
Farmington, Utah 84025

Mr. Henry P. Bell, Teacher (VIII)
Industrial Arts
George Washington Junior High
2101 South Jackson Street
Seattle, Washington 98144

Mr. Donald W. Gallacher, Curriculum Coord.
Industrial Arts and Trade & Industrial Educ.
815 Fourth Avenue North
Seattle Public Schools
Seattle, Washington 98109 (I)

Mr. Edward L. Bailey (II)
Head Counselor
Highline Public Schools
1503 S. W. Thistle Street
Seattle, Washington 98106

Mr. John M. Wilson, Director (III)
Occupational Education
Yakima School District No. 7
104 North Fourth Avenue
Yakima, Washington 98902

Mr. Jodie McCrackin (IV)
Special Assistant to the Mayor
City of Seattle
1200 Municipal Building
Seattle, Washington 98104

Mrs. Patricia H. Keenan, Counselor (V)
Pacific Junior High School
5312 South Budd Court
Seattle, Washington 98118

Mr. Bruce D. Weise, Principal (VI)
Highline Public Schools
16210 25 Southwest
Seattle, Washington 98166

Mrs. Shirley M. Long, Counselor (VII)
18703 Fourth Avenue South
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Mr. Thomas W. Hodgson, Director (VIII)
Occupational Education & Industrial Arts
Seattle Public Schools
815 Fourth Avenue North
Seattle, Washington 98109

Mr. Richard R. Lutz, Teacher
Cooperative Education
University of Wyoming
College of Education
Laramie, Wyoming 82070

Mr. Donald Simmons
Consultant--Pre-Career
Department of Public Instruction
State of Iowa
Grimes State Office Building
Des Moines, Iowa 50319

Mr. Robert Lamp
Vocational Guidance Exemplary Prog
900 East Boulevard
Bismark, North Dakota 58501

In Attendance, but no stipend allo

Randy Cacallori
Fred Dau
Robert DeCou
Edwin Doyle
Robert Elwood
JoAnn Gouker
Martha Gregory
Derwood Knebel
John Little
Merry Magid
Robert Tsukui
Lloyd Comstock
J. Alan Duncan

INSTITUTE VIII

ADDENDUM

Participants

Mr. John Davis (VII)
3418 Milwaukee Road
Denver, Colorado
(Model Cities)

Mr. Tom Klomparens, Guidance Supervisor
Cody Junior High School (I)
Cody, Wyoming
(Replacing Mr. Bruce C. Perryman)

Mr. George L. Telge (VII)
Vocational Counselor
Jack Yates Senior High School
Houston Independent Schools
3830 Richmond Avenue
Houston, Texas 77027

IMPROVING OCCUPATIONAL ORIENTATION PROGRAMS FOR JUNIOR HIGH SCHOOL STUDENTS IN METROPOLITAN AREAS

Institute VIII

Group Assignments

GROUP I

Alburn M. Gustafson
Oswald Weise
George Mangusing
Patrick R. Trujillo
Reynold M. Erickson
Harold A. Specht
Richard S. Rarick
Gloria A. Rehrig
Joe Seale
Donald W. Gallacher
Edwin Doyle
Lloyd Comstock

GROUP II

Owen G. Carpenter
William G. Knight
James Hilsgen
Mary H. Haas
Kenneth L. Thompson
Edward Peterson
Dever Langholf
Cas F. Heilman
O. Eugene Thompson
Edward L. Bailey
Richard R. Lutz
Robert Elwood
J. Alan Duncan

GROUP III

Louis J. Bazzetta
Walter F. Sawrie
J. O. Brixey
Douglas Whitten
William Lundell
Chester R. Anderson
Leonard M. Greenspan
Ruth J. Lepschat
H. C. Allen
John M. Wilson
JoAnn Gouker

GROUP IV

Maurice F. Guptill
Eugene E. Wise
LeRoy B. Cavnar
Marcile Wood
Jesse Jones
Sterling D. Peterson
Delfino Valdez
Tom Williams
Barbara P. Sorensen
Jodie McCrackin
Donald Simmons
Martha Gregory

GROUP V

John R. Swanson
Don R. Roberts
Donald Forster
Florence N. Sakai
Martrene Woodard
Jay Willows
William R. Gore
Fred A. Treadway
Leonard W. Glisman
Patricia H. Keenan
Robert Lamp
Derwood Knebel

GROUP VI

Sanford Kalwara
Robert J. Menke
Nellie R. McCool
William G. Young
Leonard B. Kodet
Tom Mock
Sizemore Bowlan
Rosamond Demman
Bruce D. Weise
Randy Cacallori
John Little

GROUP VII

Richard Troxel
Herbert Ellenburg
Thomas Manion
George Telge
Marjorie Niehart
Edward A. Stitch
W. H. Fitz
Shirley Long
Fred Dau
Merry Magid
Clinton Zollinger
John Davis

GROUP VIII

Grant Johnson
Jesse D. Morphew
Leonard Miles
John E. O'Dowd
Robert R. Edwards
Joe Starwalt
James C. Burke
Albert H. Bartschmid
Henry P. Bell
Thomas W. Hodgson
Robert DeCou
Robert Tsukui

APPENDIX C

INSTITUTE PROGRAM

SHORT TERM INSTITUTES FOR INSERVICE TRAINING OF PROFESSIONAL PERSONNEL RESPONSIBLE FOR VOCATIONAL-TECHNICAL EDUCATION IN WESTERN METROPOLITAN AREAS

Improving Occupational Orientation Programs for Junior High School Students in Metropolitan Areas

Sponsored by

GREEN RIVER COMMUNITY COLLEGE
12401 Southeast 320 Street
Auburn, Washington 98002

UNIVERSITY OF WASHINGTON
The College of Education
Seattle, Washington 98105

CO-DIRECTORS

Dr. Raymond J. Needham
Dean of Instruction
Green River Community College

Mr. Arthur A. Binnie
Director of Vocational Education
Green River Community College

Institute Dates
August 3 - 7, 1970

PROGRAM

Improving Occupational Orientation Programs for Junior High School Students in Metropolitan Areas

INSTITUTE DATES: Sunday, August 2 - Friday, August 7, 1970

CO-DIRECTORS: Dr. Raymond J. Needham and Mr. Arthur A. Binnie

FACILITIES DIRECTOR/CONSULTANT: Dr. Howard B. Larsen

INSTITUTE FACILITIES: University of Washington

INSTITUTE OBJECTIVES

Given a five-day educational workshop experience including current research reports, reading assignments, lectures, workshop experiences, participant-consultant interaction, a program visitation, and problem brain-storming, the institute participants (25 guidance personnel, 15 state vocational directors, 10 school principals, 15 school board members, 5 community representatives, 5 professional association representatives, and 25 curriculum coordinators) will:

1. Produce a document "Implementation Plan for Improving Occupational Orientation Programs for Metropolitan Junior High School Students"
2. Prepare individual 'impact' plants for their own cities
3. Devise an evaluation method and schedule for a post institute 'impact report;' and
4. Submit their final post'impact report' on schedule.

Institute success will be measured by 100% completion of the objectives by the representatives from major cities involved in the institute.

IMPROVING OCCUPATIONAL ORIENTATION FOR JUNIOR HIGH SCHOOL STUDENTS IN METROPOLITAN AREAS

PURPOSE

With the increasing emphasis on college and college preparatory programs by the lay public, educators and mass communications media, there is a great danger the non-college bound student and his needs, particularly in occupational orientation, may be neglected. The problem of such students is further aggravated by the limitations of guidance counselors in terms of occupational knowledge, complexity of the labor market, job entrance requirements, and the difficulty of personally getting first-hand information essential to making career decisions.

The literature cites considerable evidence that career orientation can be effective for the junior high or middle school age groups--it is known that as early as the fifth grade the occupational hierarchy of jobs is knowledgeable to youth, while at the same time they know little about the tasks, preparation and knowledge required in the occupational world. The youth are ready to learn, but the educational system is not prepared to offer meaningful career orientation programs. It is the purpose of this institute to: (1) Review emerging concepts and current exemplary occupational orientation programs for junior high school students; and (2) Develop an action plan for planning, organizing, and implementing career orientation programs in twenty-five major western city junior high school systems.

PROGRAM SCHEDULE

Sunday, August 2, 1970

8:00 p.m.	RECEPTION	Student Union Building

Monday, August 3, 1970

8:00 a.m.	OPENING	
	INTRODUCTION	Dr. Duane L. Blake Project Director Short Term Institutes for Western Metropolitan Areas Colorado State University
	WELCOME	Dr. Raymond J. Needham Dean of Instruction Green River Community College
	GREETINGS	Dr. Fred T. Giles, Dean College of Education University of Washington
	ANNOUNCEMENTS & INSTITUTE OBJECTIVES	Mr. Arthur A. Binnie, Director Vocational Education Green River Community College
9:00 a.m.	THE CHALLENGE Why Vocational Orientation at the Junior High?	Mr. Sam Kerr Regional Office U. S. Office of Education
9:30 a.m.	COFFEE BREAK	
10:00 a.m.	PROBLEMS AND ROAD BLOCKS to Career Orientation	Dr. Joe R. Clary Executive Director North Carolina Advisory Council on Vocational Education
11:30 a.m.	WORKSHOP GROUP ORGANIZATION and Assignments	Mr. Arthur Binnie
12:00	LUMCH	
1:30 p.m.	WORKSHOP SESSIONS	Group I,II,III,IV,V,VI,VII,VIII,IX
	Objective: On completion of this session each group will have prepared an outline of problems and implementation of road blocks as relevant to their groups' metropolitan area.	
4:00 p.m.	GROUP REPORTS AND DISCUSSION	Dr. Joe R. Clary
5:00 p.m.	DINNER	

Tuesday, August 4, 1970

8:30 a.m.	REVIEW AND TRANSITION	Mr. Arthur Binnie
9:00 a.m.	CAREER DEVELOPMENT Through the Curriculum	Dr. Wes Tennyson Professor of Educational Psychology University of Minnesota
10:30 a.m.	COFFEE BREAK	
10:45 a.m.	QUESTIONS AND ANSWERS	Dr. Wes Tennyson
12:00	LUNCH	
1;30 p.m.	WORKSHOP SESSION Objective: On completion of this workshop session the participants will have developed an instrument or procedure model for implementi curricula programs in career development.	
2:30 p.m.	COFFEE BREAK	
4:00 p.m.	GROUP REPORTS AND DISCUSSION	Dr. Wes Tennyson
5:00 p.m.	ADJOURN	
7:00 p.m.	SPECIAL N.W. DINNER Organized by the Washington Council of Local Administrators of Vocational Education.	

Wednesday, August 5, 1970

8:30 a.m.	REVIEW AND TRANSITION	
9:00 a.m.	PROJECT NEED - Teacher Orientation and Involvement	Mr. Glen Adams, Director Project Need
10:15 a.m.	COFFEE BREAK	
10:30 a.m.	PROJECT NEED - Federal State Involvement and Assistance	Mr. Ron Berg Washington State Supervisor Vocational Guidance & Counseling Olympia, Washington
11:30 a.m.	LUNCH	
1:00 p.m.	BRING AND BRAG - SHOW AND TELL Participants present exemplary programs from home areas - slides, films, material, etc.	
2:30 p.m.	COFFEE BREAK	

Wednesday, August 5, 1970 (Continued)

3:00 p.m.	STUDENT PANEL A panel of Junior High School students from the Central Seattle Area to tell 'how-it-is' as related to occupational orientation.	
4:00 p.m.	BRING AND BRAG - SHOW AND TELL (Continued) Participants continue to present exemplary occupation orientation program from home area.	

Thursday, August 6, 1970

8:30 a.m.	REVIEW AND TRANSITION	
9:00 a.m.	THE MANPOWER & ECONOMIC EDUCATION (MEE) PROGRAM (Rationale, content and evaluation of a course designed to help young people prepare for their roles as workers and income-earners)	Dr. Robert L. Darcy Professor of Economics Colorado State University Ft. Collins, Colorado
10:30 a.m.	COFFEE BREAK	
10:45 a.m.	QUESTIONS AND DISCUSSION	Dr. Robert L. Darcy Professor Phillip Powell
12:00	LUNCH	
1:30 p.m.	IMPLEMENTING THE MEE PROGRAM (Strategy and tactics of getting MEE in the curriculum, including TV series and materials, teacher training and community participation and support)	Professor Phillip Powell, Director M. H. Russell Center for Economic Education Henderson State College Arkadelphia, Arkansas
3:00 p.m.	COFFEE	
3:15 p.m.	QUESTIONS AND DISCUSSION	Professor Phillip Powell Dr. Robert L. Darcy
4:00 p.m.	INDIVIDUAL CONFERENCES with participants	Dr. Robert L. Darcy Professor Phillip Powell
5:00 p.m.	DINNER	
7:00 p.m.	WORKSHOP SESSION - OPEN Objective: Finalization of exemplary program plans.	

Friday, August 7, 1970

8:30 a.m. Review and TRANSITION

9:00 a.m. GROUP WORKSHOP SESSIONS

Objectives: On completion of this session each group will have pr

1. An 'impact' plan for each city represented in the institute.
2. A plan for past institute evaluation of institute related meas change.

10:15 a.m. COFFEE

10:30 a.m. GROUP REPORTS AND DISCUSSION

12:00 WORKING LUNCH

2:30 p.m. GROUP REPORTS AND DISCUSSION

3:30 p.m. SUMMARY AND EVALUATION

Dr. Ben Yormark, Director
Vocational Education
Highline School District
Seattle, Washington

5:00 p.m. INSTITUTE COMPLETION

APPENDIX D

PRESENTATIONS BY CONSULTANTS

GUEST SPEAKERS
Improving Occupational Orientation
Programs for Junior High School
Students in Metropolitan Areas
August 3 - 8, 1970

Mr. Glen Adams
Director
Project Need
2315 El Capitan Way
Everett, Washington 98201

Mr. Ron Berg
Washington State Supervisor
Vocational Guidance & Counseling
Olympia, Washington 98501

Dr. Joseph R. Clary
State Supervisor
Introduction to Vocations
Box 5312
Raleigh, North Carolina 27607

Dr. Robert L. Darcy
Professor of Economics
Colorado State University
Fort Collins, Colorado 80521

Dr. Phillip E. Powell, Director
M. H. Russell Center for Economic Education
Henderson State Teacher's College
Arkadelphia, Arkansas 71923

Dr. W. Wesley Tennyson
College of Education
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University of Minnesota
Minneapolis, Minnesota 55455

Dr. Ben Yormark
Director, Vocational Education
Highline School District
Box 66100
Seattle, Washington 98166

Mr. Sam Kerr
Regional Office
U. S. Office of Education
Seattle, Washington 98101

VOCATIONAL EDUCATION

Sam Kerr
Regional Office, U. S. Office of Education

Thank you very much Mr. Binnie, Dr. Needham, Mr. Larson, and fellow educators, in the interest of vocational education.

To say that I'm please to be here this morning I think would be the understatement of the year. Please, for two reasons--one that it's a great concern to me to work with people who are involved and who are interested in advancing the programs of vocational education throughout our country. Secondly, because it seems in the past 5 or 6 weeks, I've done nothing but ask people directions on how do you get there. As you probably know, the Federal government has been undergoing quite an extensive revision in terms of regional offices and placement of Federal agencies in strategic areas. The Federal government has been operating, as far as regional offices is concerned, with nine regional offices located across the country. To serve all the states in the interest of vocational and all of the educational and other Federal programs.

President Nixon, back last March a year ago, indicated, dictated, that the regional structure would be changed, and that rather than have nine regional offices to serve across the country, there would be eight. And the boundaries of the states would change as served through these regional offices. And the regional office in which we were located, in Charlottesville, Virginia, which was Region 3 was to be moved to Philadelphia, so that all the other Federal agencies involved could be located in one central location. This would include Housing and Urban Development, Small Business, Department of Labor, HEW and all of the other agencies, would be together in that one location. After this initial decision that there would be eight regional offices, it was finally revised again and decided that instead of eight regional offices there would be ten regional offices to serve the United States and Region 10 would then be located in Seattle. And the reason for the location of Region 10 in Seattle was to serve the states and to help with Region 9 which was then located in San Francisco which they felt was covering a pretty large area. Since Region 9 in San Francisco was covering all the Pacific Islands, covering California and Arizona, Oregon, and Washington and Alaska, was quite a broad geographic area. So it was decided that Region 10 then would be located in Seattle and we would serve from here the four states of Oregon, Idaho, Alaska, and Washington.

Region 9 would then serve the other states which had been served through that region. And also, that Region 3 which was located in Charlottesville, Virginia, would move to Philadelphia, Pennsylvania, and would serve states other than the ones that they had been serving. We had been serving from Region 3, the states of Maryland and District of Columbia, West Virginia, Virginia, North Carolina, Kentucky, Puerto Rico, and the Virgin Islands, all located in Region 3 served out of Charlottesville.

They decided then that Region 3 would be located in Philadelphia and that Puerto Rico and the Virgin Islands would be served from New York rather than Philadelphia and that North Carolina and Kentucky would be served out of Atlanta. So there were quite a few changes being made in terms of the geographical boundaries served by the regional offices. In terms of my own situation, this meant that they approached me and said, how would you like to go from Charlottesville, Virginia to Seattle, Washington, to initiate the program of vocational-technical education from Region 10. So this is when it started, a year ago last March and finally a week ago we arrived here, and ever since then we've been trying to locate places all across the country. In Wyoming we wanted to know where the people were--well we found that out this morning.

When we got to Seattle, we wanted to know where the housing was and then, of course, when we arrived here they informed us that the regional office building would be located in the Arcade Building down on Second and Union, but unfortunately that building wasn't ready yet so instead of going there we would go out to Pier 91 for a week or so and then move back into the regional office building, so we have been doing a lot of moving around. Well, when I finally got to a telephone about two or three days ago, I had a call from the Washington office and it was Dr. Otto Legg and he wanted to inform me that you were having an institute here this week and it was unfortunate that the people who were scheduled to be here, for one reason or another could not be here. As you know, in the Federal government there are many task forces operating at this time and many priorities that take place--people are moved around rather quickly, in terms of assignments. So. Dr. Otto Legg, I think originally scheduled to be here, had some other assignemtns and could not make it, so Dr. Frank Briley was scheduled also to come out--Briley is working in vocational education in the Washington office. Then Frank called and said that he couldn't make it--he had another task force assignment which took priority. So Al Riendeau was going to come out since Al was on exemplary projects down in Nevada, since he was making a Western tour, would swing around and come here. As you know, Al Riendeau is in charge of the Part D exemplary programs under the Vocational Education Amendments of 1968 and he has been very much involved in these exemplary projects and has been kept pretty busy in moving along in connection with that; so Al found that he couldn't make it, unfortunately, because he really (and Dr. Briley also when I talked to him again on Friday) was very concerned that he could not make it because he was really looking forward to coming out. Frank was with us in Charlottesville then he moved to Washington and I talked to him there several times. Before coming out, he indicated to me that he was coming and how enthused he was about the opportunity to come to Seattle. But unfortunately things did not work out. Well anyway, by Friday when I moved into the house--I finally finished moving into the house Friday morning--I went down to the office and we had just moved into the new office building Friday also--so things were in pretty much of a hectic mess as you know, in terms of moving, and I had a call there to call Dr. Needham's office and talk to him about the clinic and the conference which you were having this week. So I called him and got Art Binnie, and talked to him on the phone and explained the situation and how unfortunate it was and said if there is anything I can do, Art, to help out this week, let me know. He said there was--he thought the best thing I could do is be here Monday morning and make the presentation in place of Al Riendeau. So I knew that sounded like a pretty good solution to him, but it didn't to me. So I said, well, we'll do the best we can and even this morning, in coming out to the grounds--which is the first time I have ever had the opportunity and pleasure to be at the University of Washington--I had a little difficulty finding the parking area also, and finding the building, but I'm glad to be able to get here and to get all my directions straightened out and to have the opportunity to talk with you just a little bit in terms of the vocational education program and specifically in terms of the orientation or exploratory program at the junior high school level. We feel, in terms of vocational education that we have at the present time under the 1968 Amendment, one of the most flexible pieces of legislation that we have ever had in the field of vocational education in the act which provides funds to enable us to do many of the things which, in the past, those of us in vocational education have said - I wish we could do that, but we can't because of the Federal restrictions. But under the 1968 Vocational Education Amendments to the 1963 Act, there are very few restrictions, in terms of what can be done to serve people in the area of vocational education. Number one, of course, we have funds--we have more funds under the Vocational Education Amendment of 1968 than we had in all 53 years of the Smith-Hughes Act.

One year's funding is greater than all 53 years under the Smith-Hughes Act. There are many things that can be done in terms of funds, but funds alone is not the answer to a good vocational education or to any good educational program. It takes more than funds to implement an effective educational program. I think when we look over the history and development of vocational education we can appreciate, to a great extent, the things that we are able to do at this time in vocational education which we could not do in the past. And this is because with the 1962 Manpower Development and Training Act and the 1963 Vocational Education Act, the emphasis was placed on meeting the needs of people rather than preparing people for skilled occupations. We are preparing people with the skills needed to be employed, and I believe this is the key in terms of what can be done at the present time in vocational education against what could have been done in the past. As you probably know, in the original vocational education act of 1917, the Smith-Hughes Act, that although the funds were limited the things that could be done to promote programs were also limited. First of all, it was limited in terms of area, of vocational area. The three areas were spelled out very specifically, that you could train in vocational education in the fields of home economics, agriculture, and trades and industry. And it was limited to these three occupational areas. And also, in terms of vocational education that you could use the Federal funds to supplement the instructional operations. That you could reimburse the cost of the instructors in terms of vocational courses, but this other than a small amount for teacher training, was really the limit of what could be done with Federal funds in the beginning under the Smith-Hughes Act. This limited extensively in times that we could not use money for buildings, we could not use money for equipment, we could not use money for many other things that we do now in terms of vocational education. We were limited in terms of the types of programs, we were limited in terms of the age of the student who could enroll in vocational education at that time.

It is interesting to note that all of the succeeding acts or pieces of legislation which followed the Smith-Hughes Act up to 1962 the Manpower Development and Training Act added occupational areas which could be served rather than placing emphasis on people being served. That each piece of legislation added another occupational area, we added the field of distributive education if you recall. We added the health occupations, we add fisheries occupations. Under the National Defense Education Act of 1958 we added technical education, but all of these were added in terms of occupational areas and providing the skilled manpower to fill the needs in these occupational areas. In 1962, with the Manpower Act, the emphasis changed rather than occupational areas to people to be served. We must provide programs to meet the needs of the people, irrespective of what the occupational areas might be. In the 1963 Vocational Education Act, if you recall, there was no mention of occupational areas as such--except the area of business education which was spelled out and the reason it was spelled out was because it had never been included in any previous legislation, and it was spelled out to note that this was also included as an area of vocational education. But in the 1963 Act it was spelled out four groups of people and the charge was that you will provide training of a vocational or related nature to meet the needs of these four groups. And these four groups are spelled out, as you know, as high school students, students still enrolled in the high schools still seeking the high school diploma (that we must provide vocational education for these people at the high school level), the post secondary group (that we must provide vocational education for people who have left the high school, either through graduation or for some other reason have left the high school and need training in order to make the employable). The third group was identified as that group which was unemployed or underemployed people, adults, who were not employed at the present time or people who were working below their potentials and with additional training, could be elevated to a higher level position. And so we speak of training and retraining for these people.

And a fourth group was identified as those with socio-academic or economic needs or persons with special needs. In the 1963 Act, which as you knew, grew out of the report of the panel of consultants, and included many of their recommendations, some of these were mandatory and in terms of funds which had to be expended in these areas. But the fourth area, the group with special needs, was a permissive type of provisions within the Act, it was not mandatory in terms of money that had to be expended in this area. So when they took stock of what had been done in terms of vocational education after two or three years, under the 1963 Act, they were dissatisfied with this group four - the group with the persons with special needs. And they said more must be done in terms of this particular group. So with the 1968 Amendment to the 1963 Act, you will find these same groups identified. They are identified as the disadvantaged group; this is the group with special needs, socio-academic and economic needs. But also another group, of course, was added to that and this was a group of the handicapped which included also the physical handicapped individual. But to be sure that these groups would be served it then became mandatory that funds would be expended in these areas. So we now have the provision that 15% of the money that is provided under Part B of vocational education must be expended for secondary education. Fifteen percent must be expended for the group identified as the disadvantaged, and ten percent must be expended for the handicapped; so we find now that we have these groups not only identified, but specified in terms that they must be served by using Federal funds for the programs in which they are involved. This gives us then all of the groups that are served, the high school people; the post secondary people who have graduated or left the high school; the group that is on the labor market, either unemployed or underemployed; the disadvantaged group; the socio-economic and academically handicapped.

These people must be served and they must be served in vocational education programs. But I say, we have in the 1968 Amendment the provision that we can do more things for these people, to serve these people, that we could not do before. In contrast to what could be done under the Smith-Hughes and the George Barden Act that the 1963 and 1968 Act says, as you know, funds can be used for construction purposes, funds can be used for instructional purposes, funds can be used for equipment, funds can be used to operate almost any type or phase of the vocational program that you have in mind--excluding only the professional or the Baccalaureate Degree programs--these are the only exceptions that you will find in the 1968 Act, is that these funds cannot be used for professional or Baccalaureate Degree programs or above, other than those programs in the field of teacher education. Well, probably one of the things that was really emphasized in terms of the panel of consultants the 1963 Act says specifically and more so in the 1968 Amendment was the fact that not only do we need specific vocational training of a skilled and semi-skilled nature, but we need also pre-vocational training to prepare people for the areas in which they plan later to receive their specific and skilled types of training. So that the funds are used not only as we used to think of in terms of the 11th and 12 grades on the high school level for skilled training in all of the occupational areas, but for students below these levels in pre-vocational types of courses, many of us refer these as orientation programs or exploratory courses. But these are courses or programs that provide insight into the total field of the world of work, and they are started as low in some cases as the elementary grades through the junior high school level through the first two years of your high school program and then it goes on into the high school level where we get into more of the skill type of training. When we look at these types, these pre-vocational or orientation programs, and what is being done in some areas with field of work, we begin then to explore in terms of what would a course of this type include, or what can the school provide in terms of service that will promote pre-vocational or orientation types of courses. And we know that these are needed, we know that they are needed at the junior high level. As a former junior high school principal I have seen where these types of courses are needed at the junior high school level to provide some insight for the student as a prelude to the formal training in vocational education. We know that we have lost many students who never reached the 11th and 12 grades where vocational education is provided because we did not provide for them in the lower grades. We did not develop any interest or insight for them in the lower grades where they could look forward to a total continuous program in terms of vocational education.

What can the school provide in terms of orientation, pre-vocational courses. What should they do so that these courses can be provided. Well, we usually talk of these in terms of guidance and counseling first. We say we must really develop a good program of guiding and counseling service--what does this involve--individual guidance, group guidance types of programs--at the junior high school level. It also implies that we need to provide clinics and workshops or institutes that will help to prepare these guidance counselors so that they can provide the type of orientation and pre-vocational training needed for the student either at the elementary/junior high school level, that will give them the information that they need to help them form a pace for their total program of vocational education. I tried, after talking with Mr. Binnie on Friday, to note possibly some areas that we might consider, in terms of what can be done. First we must provide, as I say, the insight through good guidance and counseling service. This might mean, at the junior high school level and at the senior high school level, that we must reduce the ratio which we have considered in terms of one guidance counselor for 400 students. That probably this ratio has to be reduced if we're going to provide the type of service that needs to be provided in pre-vocational training. We probably can consider setting up group guidance courses, at the junior high school level where we can take the students on a group basis to provide them with some of the basic information and insights into the world of work and the needs of industry.

If we are to have the counselors who are well versed in the world of work and the needs of industry, then I think we must provide some clinics or workshops to get the counselors together and work with them in terms of developing good programs for this level of student. Probably at these levels we must make some provisions in the junior high school for simulated work experiences for the students. We must make some provision for the students to become involved in occupations which interest them. Now this can include, of course, working and developing scrapbooks and pictures and other information on various industries that they might be interested or concerned with. We might consider developing mobile units which include many of the facilities and equipment needed to provide occupational information with students. With the possibility that these mobile units would be equipped with individual carrells where the student could get information either through films or slides or filmstrips or by some other means--the basic information they're interested in, in terms of occupations.

I think that the junior high school level is a good opportunity for us to explore how industrial arts can be used. As you know, one of the major objectives often stated in the field of industrial arts is that of pre-vocational instruction, and this, it would appear to me, would be a good place to expand and to explore how the industrial arts facilities might be used to provide laboratory experiences in occupational information. I think part of the curriculum at the junior high school level and an integral part of these pre-vocational courses should include real, meaningful field trips--and now I emphasize the real, meaningful field trips. Not just a trip to go out and walk around an industry or some place of business, and walk in one door and out the other, but meaningful field trips, which you plan in advance to decide what we are going there for and what we can see in these places of business that we visit and then discuss them after we finish them. What did we really see and what did we find out? I think that it is important at the junior high school level that we might arrange for visitors and representatives from industry to come in to your group guidance courses to provide the students with some real, first-hand information in terms of occupations in industry. I think these are some of the things that the school might provide the counseling/guidance facilities--simulated laboratory experiences; provisions for field trips; visitors to come in and discuss it; and the advantageous use of industrial arts laboratories for the student to explore and to receive some worthwhile information and some practical knowledge in terms of industry. To do this at the junior high school level we need a program of flexible scheduling so that these courses can be worked in and that students can take advantage of the courses which they need and when they need them during the course of a junior high school year.

We need also to see that we are providing as a follow-up to your pre-vocational program at the junior high school level, opportunities for students to continue this type of training at the senior high school level or post senior high school level. There is no point in introducing the student to a multitude of industrial opportunities and then tell him when he gets to the 11th grade that the only thing we can offer you is auto mechanics or typewriting when he has visions of many other areas. Now your 1968 amendments of course makes provisions for this so that you don't have to set up laboratories for all of these areas at the senior high school or post high school level--the expense of which would be exorbitant--but there is expanded in the 1968 Amendment, of course, provisions for cooperative education using the facilities of industry as a laboratory for coop programs which is being done to great advantage in many places. I think that as part of your curriculum at the junior high school level we need not only to provide the student with insight and to the basic industrial occupations and opportunities, but also to give him some first-hand information on the related aspects of employment. I think we need to include in the curriculum some information for the student in terms of - what would that job really be like? What is it like to work in industry eight hours a day and five days a week on this job that I think is the one that I think that I should select for my life's work? What is it like--what are going to be the demands on me as a worker if I choose this field of endeavor. And I think this should involve, in terms of related information, we have to give them, first of all, some information on what are the safety hazards involved in this type of job. If you say we select this, what are the safety hazards involved in working eight hours a day in this type of occupation. What type of clothing is involved; is this type of job going to involve the use of a uniform or overalls or white shirt and tie; what are going to be the clothing requirements in terms of my personal experiences on this job? What is the noise factor in this work? You know, many times we look at films and filmstrips or we read the occupational inventory or the dictionary of occupational titles or the occupational outlook handbook and we get a word description of the job, but the word description of the job doesn't always tell us exactly what you are going to experience when you get out on that job. What are the noise factors; you know, it might look like a good job to work in a sheet metal plant or a stamping plant and where you have these gigantic hydraulic presses that nobody in writing a description, probably, tells him that there is a terrific amount of noise involved in that job and some people are just not accustomed to working near that type of environment. So I think we ought to inform the student about these things, these are the things that you are going to encounter if you get out on that type of job. How about the odor, are there any unpleasant odors involved in this type of work? Is this going to affect you if you get involved in this type of occupation? How about height? Are you involved in working at great heights? Would this be a factor if you were deciding the type of occupation that best suits you? How about working in confined quarters--does this type of work involved this? If it does, is this a factor with you?

I remember talking with one boy working in the coal mine out in Western Virginia and he loved the job; he thought it was the greatest job he ever had and I said: what, just what, type of environment do you work in? He said, "well, most of the day I'm lying on my back and most of the time it's in water, and I'm in confined quarters and I can't stand up. Even to get to the job we have to crawl in order to get to it." And I said, well, you may enjoy that kind of work, but I think maybe for others it might not be the selected type of job, but people are affected by different conditions in terms of working situations and there may be some that you would like that other people would not like.

But I think that we ought to know about these things before we get involved in the job. Should the job that you have selected involve working with other people, or does it involve a lot of solo work in which you are going to be by yourself a great part of the day. This is a factor also for people to consider. Some people like to work with other people, some people enjoy being in a laboratory situation where they can work by themselves. How about the temperature factor--is this involved--if you are going to work in a foundry or some other situation where the temperatures are exceedingly high. Is this going to be a factor to determine your choice of occupations. How about the hours that you have to work? How about the necessity of having to go in and punch a time clock every day? Does this affect you in terms of your choice of work? I think we ought to provide the student with some information on job applications. How do you make out a job application when you're seeking employment? These are very important factors. How do you conduct yourself at a job interview so that you can present yourself in a most satisfactory manner? What is the pay in this job--what can you expect in terms of beginning pay and advancement? What are the advancement opportunities in this particular area of work? What is the training required? How much training and education am I going to need if I select this particular occupation?

What are the fringe benefits that I might expect if I get into this type of work? Does this involve hourly work, does this involve piece work, what are some of the other attractions? These are the things that I believe that we should be providing in terms of related work. Where we provide the basic information on the job we also provide this related information in connection with the job. These are also factors that are involved in terms of a good orientation or pre-vocational program. Any many of us of course, are doing this at the present time in connection with our regular vocational programs. I think that all students need assistance in deciding on the field of endeavor; you know, we find this no matter at what level of education you might find youself, whether you are working at the junior high school level, at the senior high school level, or whether you are involved at the college level. You find students who are trying to decide what really is the field of endeavor which they should pursue. I believe that I have found more at the college level when working as a college instructor of students who could not decide just what major to pursue. We found more curriculum changes, more requests for curriculum changes and students losing not half a year, but in cases one year or two years of college work, or extending their program over that many years, until they finally decided what field of endeavor was best suited to them. So I think that this pre-vocational aspect of the whole field of vocational education is really an important area. If we can provide this and help the student to decide in the formative years as we go through elementary, junior high--when we reach the high school he may have, at least he should have some basic oncepts of what is involved in the world of work and what he might expect, and what types of jobs are available to him and what the requirements of these jobs might be. This is what we try to provide in your basic orientation course.

I believe that as part of the 1968 amendments, of course as you know, in addition to the basic part of the 1968 amendment are what we call Part B of the Act - which was the original vocational education act - there are several separate parts to it. These separate parts involve specialized areas, and as you know, we have specialized areas in research, we have specialized areas in exemplary or innovative programs - this is Part D of the vocational education amendment or exploratory and innovative courses. We also have specialized areas for home economics, we have specialized areas for work study, we have specialized areas for cooperative education, we have specialized areas for residential schools, we have specialized areas for curriculum development.

In the development of your pre-vocational and orientation courses, one of the major parts of the 1968 amendment which you would be concerned with would be Part D of the Act which is identified as exploratory or innovative projects. And the purpose of this part was to attempt to implement some of the research which has been done in the past in terms of how we can improve vocational education programs. Part D is not intended to do new research. Part D is intended to implement some existing successful research and put it into practice. Of the criteria which were developed by Dr. Venn, the Commissioner of vocational education, until he left that position Julyl. But his prerequisities and criteria for a good project under Part D exemplary was that it would include work at the elementary level. Pre-vocational orientation programs at the elementary and junior high school level--this was one of the prime prerequisites in setting up an exemplary project, the others included provision for the disadvantaged and they included the fact that work experience coop programs should become an integral part of the total vocational education program. They provided that short intensive courses should be given or should be set up for students who have reached the 12th grade and have not previously taken advantage of any of the vocational education offered.

It also provides that these programs will be included and carried on as part of the regular vocational program after the three-year exploratory phase. The exploratory programs, as you know, are set up for three years and funded over a three-year period. At the end of that time they should become an integral part of your total vocational program. Well, these are some of the things I think that we might consider as you begin your workshop or clinic in terms of highly developed and group orientation or pre-vocational programs.

I hope that I have made some contributions to the workshop and I look forward to being with you on and off part of the day and a little bit tomorrow if you will allow me to come. Thank you very much.

PROBLEMS AND ROADBLOCKS TO CAREER ORIENTATION

Joseph R. Clary, Executive Director
State Advisory Council on Vocational Education

The story is told of a weary young traveler on the highway of life who sought the counsel of a sage, better to find his way. "What you need," said the sage, "is a dream in your eye." "Will it hurt?" the young man asked. "No more than most dreams do!" replied the old man.

The sage was right. Dreams in the eye do hurt. One comes to see life, as it ought to be. Then the comparison with life, as it is, hurts. The man with a dream in his eye is never fully satisfied with the status quo. His visual and mental images are wrestling to shape tomorrow. Yet to have no dream in the eye leaves one only with a blank stare. It is better to dream and hurt a little, than to stare and never really live.

I would like for us to spend some time today talking about dreams for career orientation programs and how to turn these dreams into reality.

What is there about our society which gives rise to those needed dreams of ours? Recently Dr. William G. Loomis reviewed some of these as he looked at some of the contrasts and contradictions we face.

> In a society that is or shortly will be reaching an annual productivity of one trillion dollars, over one-third of its people live in or on the margin of poverty.
>
> In a society where there are persistent unfilled demands for highly skilled employees, about four million unemployed individuals are unable to match their work skills to meaningful employment.
>
> In a society where the scientific establishment has actually reached the moon and is probing outer space, less than one-half of the adults over 25 years of age have completed a high school education.
>
> In a society where education is increasingly the basic link between youth and the world of work, some 20 percent of its young people become high school dropouts.
>
> In a society where over one-half of the student population does not enroll in post-high school education, less than 18 percent of its students are currently being enrolled in secondary programs of vocational education of a gainful employment type.
>
> In a society where preparation for work is required for virtually all people in all jobs, the prevailing educational structure is primarily designed to serve the 20 percent, or less, who will eventually complete a 4-year college degree.

> In a society where education is expected--among other expectations--to help young people to make a living, there is an illogical and perplexing division between academic and vocational education.
>
> In a society which emphasizes careers and success above all other attainments, education directed to occupational preparation is considered inferior to education directed to other ends and is artificially set apart from them.[1]

Some of your own state figures and value orientations are just as dramatic and even more so.

There are areas in our society for which we must develop some dreams for changing.

There are those in our society who have dared dream that programs of occupational education can make an impact upon changing these conditions.

The dreams and hopes of the Congress of the United States were wrapped up in our last Vocational Act - the Vocational Education Amendments of 1968. They perhaps even developed our mission statement as they authorized grants to states for vocational programs "so that persons of all ages in all communities of the state . . . will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training."[2]

If that mission statement is going to be met, then we educators have some responsibilities to help students look at themselves, at the world of work, and the relationships between these two in order to most effectively take advantage of vocational education opportunities open to them. Note that the mission statement specifically speaks to programs suited to the needs, interests, and abilities of persons to be enrolled. It seems to me that occupational orientation programs at the junior high school level are essential to more effectively accomplishing this mission and helping students get into those programs which do meet their needs, interests, and abilities.

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[1] William G. Loomis. "Professional Development for Vocational Education - Its Limitless Potential." Paper presented to the Third National Vocational-Technical Teacher Education Seminar, Deanville Hotel, Miami Beach, Florida, October 23, 1969.

[2] P.L. 90-476. 90th Congress. "Declaration of Purpose." Vocational Education Amendments of 1968. October, 1968.

Occupational orientation programs for junior high school students should not be designed with the expectation that students will come out of them having made a firm occupational choice. What we know about students and what we know about research in the area of vocational maturity or vocational development suggests to us that this is an unrealistic expectation.

But career choice is important and the junior high school years can be extremely significant to the development of the eventual career pattern of the student. We too often force students at the junior high level to make occupational and educational decisions with too little help to them in their formation of bases for making such decisions. If we can develop appropriate and sound programs of career orientation for our junior high school students, we will have made a real stride in public education.

Now, for a few minutes, why are career choices important?

According to Willa Norris, noted leader in the career guidance field:

> The choice of an occupation is usually one of the most important decisions a person makes in his lifetime. To choose a vocation is actually to choose a way of life. A person spends a large proportion of his waking hours on the job. In fact, many workers spend more time on the job than they do with their families. The average man can expect to work over a period of forty to fifty years. Nor is the time he must devote to it the only way his job will affect him. It can affect his health, physical and mental. It will partially determine his values, and it will influence his manner of speech, his dress, and even his leisure-time activities. It will tend to determine where his family lives, whom they meet, and where his children go to school. In short, it will affect his whole social and economic status.[1]

Dr. Robert Hoppock has also stressed the importance of the occupational decision. He says:

1. The choice of an occupation may determine whether one will be employed or unemployed.
2. The choice of an occupation may determine success or failure.
3. The choice of an occupation may determine whether one will enjoy or detest his work.
4. The choice of an occupation influences almost every other aspect of life.
5. Occupational choices determine how a democratic society will utilize its manpower.[2]

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[1] Norris, Willa. Occupational Information in the Elementary School. Science Research Associates, Chicago, 1963.

[2] Hoppock, Robert. Occupational Information. McGraw Hill, Inc., New York, 1967.

Dr. Hoppock suggested also that a person cannot choose what he does not know, and many occupations are unknown to most people. A person might stumble into an appropriate occupation by sheer luck, but to make a wise choice, he requires accurate information about available occupations, their requirements, and their offerings. However, this information alone is not sufficient. A person must also have knowledge and acceptance of his own aptitudes, abilities, needs, limitations, interests, values, feelings, fears, likes, and dislikes and be able to relate the significance of all the facts. Hoppock summarized his ideas in the following way:

> It is obvious that knowledge of occupations can be effectively applied only when one knows something about oneself. It is equally obvious that knowledge of oneself can be effectively applied to the choice of an occupation only when one knows something about occupations. Either without the other is incomplete.[1]

Career orientation programs logically then should be concerned with assisting students in learning more about themselves, learning more about occupations, learning more about the relationships existing between educational attainment and occupational opportunity, learning more about the economic and social structure of our society and their influence on the world of work and the life-styles of workers. I am sure you will identify other concerns of career orientation programs during the week.

What does the public expect of us in vocational-technical education? Recently Hugh Calkins, Chairman of the National Advisory Council on Vocational Education outlined these expectations as he saw them. The first expectation was simple enough. It was "that every child while in school learn to read, write, and compute." Calkins illustrated his expectation by looking at Cleveland, Ohio - his home town. He said that they would educate only about half the young people there. About half their 17 year-olds would drop out of school. Most of those who dropped out, and some of those that graduated would be unable to do arithmetic well enough to be a taxicab driver, and unable to read and write well enough to pass most minimum tests for employment. But, still, why the role of vocational-technical education? Calkins thought the answer was to be "found in that stubborn problem of human motivation. Most of those who fail to learn to figure, read, and write in our schools, fail because schooling seems to them an exercise in futility. Books which are irrelevant to their interests, classes which are oriented towards further years of schooling after the twelfth grade, mathematics which seems to serve no useful purpose, do not get the attention of young people being brought up to solve immediate problems. The elementary grades are where vocational and technical education should begin for many students -- must begin for all students. There is where the connection between reading and employment, arithmetic and income, writing and self-respect, must be made clear. To the public, these connections are obvious. The public expects that schools will make them obvious to the students also."

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[1] Ibid.

The second expectation of the public according to Calkins is that vocational-technical education will actually place young people who do not go on to a four-year program in an employment ladder which reflects their skills and interests.

You will note that this expectation is not only to train students for employability but to find jobs for these students.

The public also expects those of us in vocational-technical education--and indeed in all education--to be patient with those who learn slowly. The tendency of some vocational educators to raise admission standards and exclude from training programs those who need the training most, flies squarely in the face, of the public's expectations for vocational and technical education. The public does not believe that educational failure is inevitable, any more than the public accepts the idea that the automobile industry needs to manufacture defective cars. The public expects the schools to work with those who need schooling the most, and not to achieve easy statistical success by limiting pre-employment programs to those for whom success comes easily.[1]

As we think about the topic of occupational education programs for junior high school students, I like the premise of Dr. Edwin L. Herr, Professor of Education and Chairman of Graduate Programs in Counselor Education at the Pennsylvania State University, that an entire system of education can be built around a career development theme. He suggests that efforts to do this are not premature because, as the outcomes of education obtained by many young persons are appraised objectively, the irrelevance and the lack of specific purpose which result can be readily documented.

Who needs help in facilitating their career development? Dr. Herr suggests that the student who drops out of school before completing high school does. The student who graduates from high school and goes directly into employment does. If college choice can be seen as something other than an end in itself, as an intermediate step in career development, then those who select this educational option also need help in facilitating their career development.

There are many studies which show conclusively that career development and choice making are really of concern to students in elementary and secondary schools. You guidance counselors are aware of this. But, some studies also show that alleviation of these concerns are not being accomplished for many students through the educational process. We have been guilty of trying to respond to individual groups in our schools through special programs or curriculums for the disadvantaged, the pre-dropout, the mentally retarded, the specialty-oriented, or the college bound. Dr. Herr further suggested that, "education has often responded to the whole child by allowing the objectives of particular disciplines to define the boundaries within which educational experiences would be conceived, thus negating for the individual the possibilities for interrelating, articulating, sequencing, individualizing, differentiating and integrating (sic) the deluge of experiences which constitute growth, learning, and the attainment of personal competence."[1]

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[1] Calkins, Hugh. "What the Public Expects of Vocational-Technical Education." Remarks made at dedication of The Center for Vocational and Technical Education, The Ohio State University, September 4, 1969.

Now, let us turn our attention to some of the problems and roadblocks to developing the kinds of occupational orientation programs we need for junior high school students in metropolitan areas. Actually I do not think these are greatly different from the problems and roadblocks faced in rural or small town areas. They are perhaps more intense and the magnitude may be multiplied many times over.

I would like to identify some of these as I see them and have observed them. You can probably add many more to my list. I do not have ready answers to these--hopefully you can zero in on some possible answers this week as this workshop proceeds.

The National Advisory Council on Vocational Education, in their first two reports, issued during the past 18 months state with great effectiveness and force the case for the school's responsibility for career education. (Included in this would be career orientation programs.) These reports support the widely held conviction that the violence that wracks our cities has its roots in unemployment and unequal opportunity. Those who have no jobs in an affluent society such as ours lash out in anger and frustration. Young men and women who cannot qualify for decent jobs distrust the society which reared them. Many of these dissidents speak with the voice of rebellion.

Racial unrest, violence, and the prevalence of unemployment among the young have their roots in our educational system. These young people enter the job market lacking the skills and attitudes required by employers. They and the millions of others who are underemployed--inadequately prepared high school graduates as well as dropouts--are tragic evidence of failure on the part of the educational system of which we are a part.

Think of it--nearly one-fourth of our young people denied access to the labor force. This is a waste of money as well as a waste of human resources! Yet, instead of concentrating on the problem at its source, we have relied more on remedial measures after the damage has been done through retraining programs for hard-core unemployed, welfare, correctional institutions, etc.

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[1] Herr, Edwin L. "Unifying an Entire System of Education Around a Career Development Theme," University Park, Pennsylvania: The Pennsylvania State University.

Why has this pattern developed? In preparing its reports, the Advisory Council took a hard look at the whole scene. At the heart of the problem they found a national attitude that says that vocational education is education for somebody else's children--that in the minds of most Americans the really desirable secondary education is that which leads to the traditional four years of college. We are all guilty--businessmen, labor leaders, administrators, teachers, counselors, parents, students, and yes, even vocational educators.

This has many implications for career orientation programs at the junior high school level. It is reflected in such things as whether or not the educational program is unified around a career development theme, the philosophy or mission of the school, the adequacy and direction of the guidance program in the school, the correlation of subject matter with the real work world, the willingness of students to participate in career orientation programs (especially courses), and the willingness of parents to allow students to do so.

The first roadblock or problem then centers around attitude.

A second problem has to do with the lack of vision to plan a program of career orientation. We sometimes just assume that everybody will do some career orientation or we assume the guidance person will take care of it. We sometimes are willing to settle for just a course, a unit in civics or shop or home economics, a careers day, a few outside speakers, a field trip or two, or perhaps the giving of a few tests or administration of an interest inventory and recording the results in students' folders. What kind of program do we want? Will the career orientation program be centered around a group guidance program coordinated by a guidance counselor? Will it be a course approach similar to one used in North Carolina? Will it involve the total instructional staff correlating academic subject matter with the world of work? Will the responsibility be given to industrial arts and home economics teachers? Or can we use all these and many other approaches in a carefully planned program of career orientation? The problem for many of us comes when we look to other schools or in books for a recipe, prescription, program, guide, etc. that we can pick up and insert into our own school or school system. I doubt seriously that you are going to find such and yet, there are a number of approaches going on over the country at which you should seriously look.

I note that your program this week has you looking at several examples of career orientation programs. Perhaps some ideas from these can be woven into that program model you will build in your own local system. I urge you to borrow from anywhere you can--just don't expect to find the whole package which can be neatly and painlessly slipped into your system.

A little later I want to highlight two types of approaches we are using in North Carolina.

A third problem or roadblock may be listed as personnel. This may be in the form of too few personnel, lack of personnel with the needed competencies, wrong attitudes of the available personnel, or a lack of understanding among personnel of career orientation needs of junior high school students. In my own state, personnel is a critical problem for us. We have very few guidance personnel, for example, working at the junior high school level.

Recently, Dr. Kenneth B. Hoyt, Professor of Counselor Education, University of Maryland, speaking at the National Inservice Institute concerned with "Orientation to New Concepts and Programs for Career Orientation in Occupational Education for Students in Rural Areas," suggested that one shortcoming of past career orientation programs . . . has been the lack of counselors. However, it did not seem to him that adequate career programs could result if major attention was just concentrated on increasing the numbers of fully certified counselors. He called for a major overhaul of school counselor education programs in the United States. Let me quote from his remarks:

> Relatively less attention should be paid to preparing counselors ready to engage in psychotherapeutic types of activities and relatively more to the preparation of counselors who can act as agents of environmental change in addition to providing direct services to students. We need less, not more, emphasis on sensitivity training in public school, private school, labor department settings, and industrial settings. We need less, not more, emphasis on personality change, clinical psychology, and the psychology of the exceptional child. We need more, not less, emphasis on cultural differences existing among students, expertise in collection, analysis, and dissemination of local research information, and ways in which counselors can make use of both school and non-school personnel in operating a comprehensive program of guidance services for all students.

Also, in my own state we have too many junior high school teachers who apparently feel that their major responsibility is to the so-called "college bound" youngster and who have let the objectives of their particular discipline define the boundaries of the educational experiences for the students.

A fourth problem is lack of money--money for additional personnel, for facilities, for equipment, for instructional materials, for research and development, for evaluation, and the dozens of other things for which you need money. I would suggest to you today that lack of money is not the key roadblock or problem. Most of us could take some steps toward more career orientation programs within present resources.

We could probably enumerate other problems and roadblocks, but most of them, I believe, would fall into one of the four areas or categories we have mentioned, namely, attitude, program, personnel, and/or money.

Let me share with you for just a few minutes two approaches to career orientation in the public schools of North Carolina--one a curricular or course approach which we call Introduction to Vocations, and the other a "non-course" approach we call the "Middle School Program."

Let me state at the outset that we have other career orientation approaches through our guidance programs, industrial arts programs, the beginning courses in home economics, vocational agriculture, distributive education, business education, trade and industrial education in some of our "academic" areas. The two approaches I wish to describe today complement these other areas.

Introduction to Vocations in North Carolina is a one-year--one period a day course for 9th graders (both boys and girls) to help them to take a look at the world of work.

The program began in the 1963-64 school year with 45 programs and 2410 students. Today there are approximately 250 programs and approximately 20,000 students enrolled.

The world of work looks awfully big and complex to a youngster who knows little about it--and also to many of us.

The primary purpose of our Introduction to Vocations course is to help students develop techniques for educational and vocational planning--or to say it another way--to help students plan for their educational and occupational future.

The course objectives include:

"To help students:

1. Appraise their interests, aptitudes and achievement and relate these to possible occupational opportunities.
2. Develop an understanding of changing employment patterns in the world of work.
3. Develop an understanding of the basic processes in the American economic system.
4. Become acquainted with the major occupational fields.
5. Develop a healthy attitude towards work.

Major areas of study in the Introduction to Vocations Course include:

1. Relating one's physical characteristics, educational experiences, aspirations, interests, aptitudes, and abilities to occupations.

2. Relating our economic system to occupations and to us.

3. Exploring manual and mechanical occupations.

4. Exploring clerical, sales and service occupations.

5. Exploring professional, technical, and managerial occupations.

6. Evaluating and planning ahead.

Methods of teaching Introductions to Vocations vary. They include among others:

1. Classroom situations
2. Job interview
3. Student reports
4. Skits
5. Movies
6. Debates
7. Outside speakers
8. Field trips
9. Shop and other simulated experiences are provided whenever possible.
10. Exploratory activities developed in cooperation with vocational teachers and students are planned. Emphasis has been placed on this year.

Our teachers come from various fields in vocational education, from industrial arts, and from guidance. They are provided with a concentrated pre-service workshop and then with two graduate-level courses in the certification process--one a methods course; the second, an occupational information course. The state staff provides additional in-service training.

What kind of a teacher does it take for this course? We recently asked this question of superintendents, principals, and teachers.

Their concensus was in this order.

1. Enthusiasm
2. Creativity
3. Ability to do individual and small group instruction
4. Ability to work well with other teachers
5. Trained in guidance
6. Above average abilities in public relations
7. Industrial or business experience

How does Introduction to Vocations fit into the secondary educational program in North Carolina? Below is "A Suggested Pattern That Introduction to Vocations Students Can Follow in the Public Schools of North Carolina."

(See Next Page)

Evaluation? -- A weak point with us. One rather major study was done the first year. It showed some rather positive aspects about the program but left a number of unanswered questions. We no longer consider that study valid for our present program. Program growth is perhaps a positive indicator. Our subjective evidence from discussions with teachers, administrators, and students looks good. A major study -- but still in the subjective realm -- was conducted three years ago on attitudes of public school personnel--superintendents, principals, and teachers--toward the program. The results were very positive and very encouraging. Other studies are in progress.

Hopefully, upon completion of the course, the world of work looks neither so large or so complex to the student.

A second program about which we are quite excited in North Carolina is, what we call, our "Middle School Program." It is not a curricular or "course approach" as is our Introduction to Vocations program.

In the fall of 1968, the State Director of Vocational Education appointed a Committee on Occupational Exploration and charged it with investigating occupational exploration opportunities in the junior high grades in the North Carolina public schools. Their report, released in April 1969, was entitled, "Exploring the World of Work, Grades 6-9."

A SUGGESTED PATTERN THAT INTRODUCTION TO VOCATIONS STUDENTS CAN FOLLOW IN THE PUBLIC SCHOOLS OF NORTH CAROLINA

GRADE									
9	INTRODUCTION TO VOCATIONS (AN ELECTIVE COURSE FOR ALL 9TH GRADE STUDENTS)								
	ACADEMIC	GENERAL	VOCATIONAL						
10	ENGLISH, BIOLOGY, & ELECTIVES	ENGLISH, BIOLOGY, & ELECTIVES		H.E.	AGRI. SCIENCE & MECH.		BEBO	INTRODUCTION TO INDUSTRIAL EDUCATION	
11	ENGLISH, U.S. HISTORY, & ELECTIVES	ENGLISH, U.S. HISTORY, & ELECTIVES	BUSINESS & OFFICE OCCUPATIONS EDUCATION	HOME ECONOMICS	AGRICULTURE	AGRI. IND. OR OFF FARM OCC.	DISTRIBUTIVE EDUCATION	I.C.T. METAL TRADES	BUILD, TRADE CARPENTRY & MASONRY
12	ENGLISH & ELECTIVES	ENGLISH & ELECTIVES	BUSINESS & OFFICE OCCUPATIONS EDUCATION	HOME ECONOMICS	AGRI. SCI.	PROD. AGRI. OR OFF FARM OCC.	DISTRIBUTIVE EDUCATION	I.C.T. MACH. SHOP ELEC. SHEET METAL PLUMBER	BUILD, TRADE CARPENTRY & MASONRY
	TO EMPLOYMENT, TO POST HIGH SCHOOL TECHNICAL EDUCATION, OR TO HIGHER EDUCATION								

The committee identified eleven of what they called, "Occupational Needs of Students in Grades 6-9." These included:

1. Students need more opportunities and assistance in appraising their abilities, potentials, interests, desires, and needs.

2. Students need more opportunities and assistance in developing wholesome human relationships, positive self-concepts, and positive attitudes toward the world of work.

3. Students need additional counseling.

4. Students need "pre-constructed" situations to identify vocations available in their communities and to explore the occupational trends of a mobile work force.

5. Students need additional opportunities to familiarize themselves with our basic economic system.

6. Students need additional opportunities to explore the world of work through actual or simulated work experience.

7. Students need additional opportunities to make educational choices as they relate to future employment possibilities.

8. Students need more knowledge of the occupational training opportunities available in grades 9 through 12 and on the post high school level.

9. Students need opportunities to experience success and develop personal pride through educational experiences involving manipulative activities.

10. Students need more opportunities to make decisions and accept responsibilities.

11. Students need more opportunities to observe actual work situations.

From this report came an Act from the General Assembly entitled, "An Act to Provide for a Program of Vocational Education in the Middle Grades of the Public School System."

Our Governor, the Honorable Robert W. Scott, personally requested the Legislature to appropriate $4 million to develop and begin the implementation of such a program. The appropriation actually made was $3 million for the first two years.

Guidelines for program development were set up, projects were solicited, and the first pilot programs were begun in February 1970. The basic programs, implemented in a variety of ways, provide for occupational information and career guidance to be integrated into the basic middle school curriculum. It also provides for the addition and expansion of practical, "hands-on", shop-type experiences in the areas of practical arts, home arts, business and marketing, and agriculture/horticulture, and an infusion of occupational information into all subject areas. These components are supported by improved guidance services.

Twenty-one pilot projects were begun in February 1970 and an additional 16 are to begin in September.

I have a few slides illustrating the types of experiences the students are getting. While you see these, let me indicate that strong in-service education programs have been developed for teachers and leaders, an evaluation program has been developed by the Division of Research, State Department of Public Instruction, and the Occupational Research Unit. Tentative results look good. We believe this type program can be of great benefit to us here in North Carolina.

A high priority item in our State Board of Education's "B" Budget Request to our next session of the State Legislature will be for the expansion of the program.

This is one of the most exciting programs to come our way in a long time. The Governor is excited about it! The State Board and its staffs are excited about it! Administrators and teachers and counselors are excited about it! Parents are excited--but, most important of all, the students are excited!

We believe we are moving toward the time when the illogical and perplexing division between occupational and academic education no longer exists, and when we can truly build an entire system of education, K-14, around a career development theme.

There are some other programs at which you should look. One that excites me is the Choice or Chance program developed in the Oakland Unified School District of Oakland, California. You may wish to visit or write to them for details and materials.

The State of New Jersey has developed an Introduction to Vocations program somewhat similar to the one in North Carolina but using a cycling approach to give students actual hands-on exploratory experiences in a limited number of areas. The New Jersey Department of Education in Trenton can supply you with information.

[illegible] Program of Education and Career Exploration is a program designed for all students in grades seven, eight, or nine to provide these experiences and some insights that will aid them in making appropriate educational and occupational choices in the future. The two major thrusts of the program: (1) allows students to participate in direct work activities within various occupational settings; and (2) provides each student the opportunity and means by which to relate himself to each work experience he has had. After experiencing a work role, the student shares his thoughts and observations with other students in organized guidance groups. You may wish to write for further information to Mr. Marion H. Scott, State Supervisor of P E C E Program, Vocational Education Division, Georgia Department of Education, Atlanta, Georgia.

The New Jersey State Department of Education has also been involved in a project called "Technology for Children." This project had two basic objectives: (1) To enhance learning at the elementary school level, and (2) to enlarge the child's understanding of vocational choice and to develop his economic competence in a changing world of work through establishing a systematic program of occupational education throughout grades K - 12.

The guidance department of the Abington School District, Abington, Pennsylvania has initiated a project entitled, "Career Development Activities for Grades 5, 6, and 7." This project was designed to develop learning experiences and guidance techniques in the area of career choice which could be implemented through the existing curriculum and guidance program.

These are only examples of the types of activities currently going on in this area. You will find other examples described in the professional journals in occupational education, guidance and other areas. May I also suggest you examine materials in the ERIC (Educational Resources Information Center).

Let me share with you just briefly a few of the keys to success of a career orientation program in a junior high school, as I see them. These are not necessarily in rank order of priority.

1. Commitment of school board and administration.
2. Commitment of total faculty and staff.
3. Development of goals and objectives.
4. A program that is guidance based--with the emphasis on group guidance.

5. The use of multiple approaches.

6. Involvement of students, parents, and business and industry people.

7. Continuous evaluation based on objectives.

I think we people in education are facing one of the most exciting and challenging opportunities of all time as we think about the development of career orientation programs for junior high school students. I am confident we can solve our problems of attitude, program, personnel, money, and others we face. We must solve these problems. It is a tremendous responsibility we have. We stand on Holy Ground.

We end as we began.

"What you need is a dream in your eye."

"Will it hurt?"

"No more than most dreams do."

Dreams in the eye do hurt. Yet to have no dream in the eye leaves one only with a blank stare. It is better to dream and hurt a little, than to stare and never really live.

Thank you very much.

CAREER DEVELOPMENT

W. Wesley Tennyson
University of Minnesota

For those of us who live in that Northern state of Minnesota, summer seems always to increase our perceptiveness of that which transpires about us. In summer, we are a bit more conscious of the girls in all their infinite variety; we notice the boys and their summer hairstyles; we rediscover our neighbors and enjoy the pleasantry of talk; and we observe the children and stand in awe of their continuous and energetic activity. In every respect we become more acutely aware of each other, and we are consciously impressed with the biological phenomenon that where there is life there is activity.

Summer in Minnesota provides those of us who live there with beautiful weekends. Such was the case this past weekend. Neighbors who observed my behavior over the weekend must surely have thought that I had learned how to take the business of leisure seriously, for I spent the better part of two days lying on a lounge in the backyard. They could not have known that as I lay there soaking up sun, I was actively at work, formulating a few thoughts and ideas for this presentation. They could not have known that during those hours, my work and my play came together in a curiously meaningful way, and I was enjoying the leisure of working.

My attention focused on the children at play. A five-year old was busying himself in a sandbox, using replicas of adult-like equipment--toy graders and trucks--to forge what I took to be a maze of roads and tunnels. He soberly informed me that he was really building freeways! Another youngster, a bit younger, was preoccupied with investigating objects around the yard, and all the while carrying on a running conversation with some invisible but presumably real person. At one moment this child was engaged in the most serious study of a rock which she manipulated in her hand; at the next she was laughing joyfully while grasping at an insect. Still another child, older, was making something out of a piece of balsom wood. Three hours later he had produced (of all things) a 19th century saloon, with swinging doors, hitch rail, and other intricate parts. Other children in the neighborhood were sharing a mutual relatedness through various group activities.

As I observed these children, the constructiveness of the activities they structured for themselves, and the joy they experienced, I thought how incredible it is that some social philosophers of the day can be so intent about drawing distinctions between work and play; how shortsighted that these social analysts do not, instead, help us understand how man's psychological fulfillment and his very biological existence depend upon engaging in activity of an ordered and disciplined sort.

Watching these children, I was cognizant that here were careers already in process of development. As they worked at their play, these children were taking measure of their personal worth, building self-esteem, satisfying their needs for achievement; they were testing their potentialities, discovering themselves, and forming identities. I thought about these things and how central they are to the goals which those of us in guidance consider most important. But the developmental pattern which is so beautifully revealed in the life style of these young children, seems somehow to get rearranged and distorted as they advance through the school years. As we educators take a hand in structuring the child's activities, an attitude seems to be subtly conveyed, and unconsciously assimilated, that work is somehow different than play--more difficult, more degrading, without intrinsic value or meaning unless it is rewarded in grades, money, or other materialistic forms. Too often the rewards accorded by the system, whether we speak of the school system or the industrial system, seem to be based upon a premise which denies the naturalistic relationship between work and play. And our faulty reinforcements cause many youngsters to lose all zest for work, to lose all zest for learning.

The error we make is similar to that committed by the father with his children. The father had a son and daughter and was very upset about his children swearing at such an early stage of their life. So he went off and consulted a counselor. The counselor told him, "Well, you know if all else fails, why don't you try corporal punishment?" The father then said, "You mean I can hit them?" And the counselor said, "Why yes, but the thing is not to get excited about it. Don't show any emotion. When something like this happens, just punish them and don't show any emotion, just punish the act." So the father said, "Great, I am going to go and try that as soon as I can." The next morning the father was sitting at the breakfast table and Johnny and Janie came tripping down the stairs and dashed into the kitchen. The father said, "Good morning Johnny. What would you like for breakfast?" And Johnny said, "Well, I guess I'll have some of those goddamn corn flakes." With this the father just leaned over and clipped Johnny with a backhander that sent him sprawling--but without showing any personal emotion. The father then turned to Janie and said, "What would you like?" She said, "I don't know, but it sure as hell ain't going to be corn flakes." This is called reenforcing the wrong reaction, and it has its counterpart in the way we educators reenforce work.

When the school builds upon the inherent interest of the child in activity and exploration, enriching his learning through appropriate experiences which help him see what he is about and to consider what is most important to him in relation to the adult world, we then begin to have the elements of a career development program. With such a program, each member of the school staff has a stake in the child's career development; each teacher, and indeed each parent and businessman, carries some responsibility. But a more critical question for our consideration is, "Who is to assume responsibility for providing the leadership needed to build a comprehensive career development program?"

RESPONSIBILITY FOR LEADERSHIP

At the moment, there is in most states a leadership void with respect to career development in the schools. It is uncertain whether the needed leadership is to be found from within the ranks of school counselors, industrial arts teachers, other vocational educators, or some new functionary yet to be trained and perhaps called a career development specialist. When we look at those schools which appear to have the most active career guidance programs, leadership very often is being provided by a vocational educator who is broadly trained. Less often this leadership is provided by a counselor, an administrator, or a teacher.

Federal legislation in the form of the 1968 Vocational Education Amendments provides a clear mandate for greater attention being given by the schools to the career development needs of the student. This mandate stems from national concerns no less important than those which motivated the National Defense Education Act during the late 1950's. One difference between these two pieces of legislation lies in the fact that monies allocated under the 1968 Amendments hold the promise of reaching larger numbers of young people in more significant ways. But the gauntlet has been laid down, and it is clear that if educators are at all sensitive to the national concern, or want to avail themselves of the monies, they must declare a commitment to playing in the vocational ballpark!

We may anticipate that schools in every state increasingly will be encouraged to meet vocational needs of students through the establishment of comprehensive programs of career development. The success of such programs rests upon the leadership which can be drawn from the several disciplines represented in education. Hopefully counselors will be involved, for the counselor brings both an attitude and a body of knowledge which seems essential to the success of the program. I strongly suspect, however, that the task will be accomplished best by leadership teams composed of vocational educators, counselors, and academic teachers who can invest their separate talents in a program based upon the career development concept.

Unfortunately, we educators have not been prepared to contribute most propiciously to the vocational development of students. Let's face it. We operate under the handicap of having been indoctrinated with a model of vocational guidance which, though blessed with a rich tradition, is based upon a narrow conceptualization. A vocational guidance strategy based essentially on the Parsonian concept of matching individual characteristics with occupational requirements simply does not provide an adequate or meaningful framework for educators who are involved with children of junior high age. Preoccupation with the problem of immediate vocational choice has imposed constraints which limit severely the influence a teacher or counselor might have no a student's vocational development. The constraining effects are of several kinds.

First, indoctrinated as they have been with a single strategy, teachers and counselors have forced decision of choice upon students who were not developmentally ready for them. In some instances this has had the effect of arresting vocational development. One may speculate that a recognition of the inappropriateness of the model to much of their work is a principal reason why some counselors and many teachers have rejected vocational guidance altogether. Second, by concentrating upon assessment of abilities presumed to be related to choice outcomes, educators have neglected to concern themselves with the development of abilities and aptitudes. While it is generally recognized that what a person is able to do depends to a considerable extent upon what he has learned or practiced, there has been an inclination to capitalize upon aptitudes already developed rather than cultivating new talents. Third, an ingrained devotion to the part that cognitive information and factual data play in choice-making has made it difficult for the practitioner to recognize that occupational motives and behaviors are the result of a complex process of development and experience, involving dynamic needs, values and personal striving--a process subject to the influence of systematic learning. Fourth, the focus upon choice has perpetuated the disjuncture between guidance and the curriculum and distracted counselors and teachers from working together to modify the school and its program to take into account student needs.

Much of the current theory and research in vocational psychology is directed at broadening the traditional conception of vocational guidance by drawing attention to the process by which vocationally relevant behavior is developed and expressed. This broadened concept of career development provides a logical framework for accomplishing those goals which authorities see as the essence of guidance: namely, the need for increased self-understanding and the need to understand how we as human beings might relate in more meaningful ways. Beyond this, the concept also accommodates nicely the need for self-esteem, which comes about primarily through productive effort appropriately reenforced.

PROVIDING A HUMAN AND RELEVANT ENVIRONMENT

Two seemingly unrelated developments hold important implications for the career development curriculum. One is the continuing pattern of unrest expressed by college and high school students across the nation. The other has to do with recent theoretical propositions and empirical findings from the field of industrial psychology. Each development deserves our consideration.

Like the disgruntled factory worker, many students today are showing much dissatisfaction with their job--their job of learning.

Few of us here this morning would pretend to understand everything our young people are saying, but two messages do seem to come through loud and clear. The students are saying, first: "Give us a more *human* environment; give us humanizing relationships. We are tired of all the defensiveness and evasion. We are tired of the game playing, the role playing, and the competitiveness. We want to be human, and we want an environment that will enable us to be human." This they are saying. But the students are also saying: "Give us a more *relevant* environment; make it have meaning; improve the curriculum and program; provide us experiences that will contribute to our self-development."

Now it is significant that these two themes, perhaps stated a bit differently, appear over and again in that part of the literature of industrial psychology which deals with worker unrest, worker satisfaction, and worker adjustment. This literature has interested me because I believe schools are organized along lines very similar to the organizations of business and industrial enterprise. Like industry, the school is task oriented, and important components of the adult work personality find their first points of development during the school years--e.g., the ability to become involved in a work task and see it to completion, the ability to relate to supervisory authority, the ability to work effectively with peers in a group effort, the development of meanings and values associated with work, and the development of effective work habits. Like industry, the school is also deeply concerned with worker motivation and worker satisfaction.

In the recent industrial literature, there is reported a theory by Herzberg, Mausner, and Snyderman (1959) which suggests that the factors which make for a satisfied and happy worker may be quite different than those which cause the worker to be dissatisfied and unhappy. According to the theory, there are certain factors related to the context in which the work is performed, and if these are absent or missing in the work environment, they lead to dissatisfaction. Thus, poor working conditions, bad company policies and administration, ineffective supervision, and poor interpersonal relations stimulate worker dissatisfaction and unrest. These context-related or "hygiene" factors largely determine the *humanness* of the work environment. If they are good, the worker will not be unhappy. But at the same time, a worker is never completely happy, satisfied, or motivated deeply to work solely by benefit of management policies, administration and supervision, or good human relations.

A second set of factors are associated with the work task itself, and these lead to satisfaction and high motivation for work. Their absence does not necessarily stimulate unhappiness, but they must be present for real satisfaction to occur. Included here are such variables as: (1) intrinsic components of the work, (2) a sense of achievement, (3) recognition, (4) responsibility, and (5) advancement. These task-related or "content" factors determine the *relevancy* of the work environment.

CAREER DEVELOPMENT CURRICULUM

W. Wesley Tennyson
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I count it a special opportunity and pleasure to share some of the work Professors Mary Klaurens, Sunny Hansen, and I, with the help of two capable assistants by the names of Richard Thoni and Mary Antholtz, are pursuing in curriculum materials development. Our work is in process, and at this stage we haven't bothered to coin an appropriate acronym to describe it. For purposes of communication, let me refer to it as CDC, standing for Career Development Curriculum. In taking you through the step-by-step procedures we have been following, it is my hope that you will become interested in launching a similar curriculum development project in your schools, and that you may become a bit more familiar with the approaches and problems one encounters when he attempts to formulate curriculum.

My colleagues and I got involved in CDC because of a deep interest in helping young people develop into fully functioning and effective human beings. Members of the team have backgrounds in coordination, counseling, and general teaching, and it is out of these respective experiences that we have become aware of the extent to which young people today--and not just the so-called non-motivated, disadvantaged youngster but students of average or above average ability as well--are not realizing their potentialities because they have failed to work out the relationships between themselves and their society. CDC is an attempt to identify important concepts of self and community which too often are left at the periphery of the curriculum. Unlike the Western States Small School Project which is aimed at building an Integrative Career Development Curriculum leading to substantial modification of the school program, our project is more modest, directed at specifying career development objectives and learning activities which can be implemented through the traditional subject matter areas. Let me take you through the several steps that guide our work.

Value Premises

Goodlad (Goodlad and Richter, 1966) has spelled out a detailed procedure for formulating curriculum. He proposes turning to values first, then deriving educational aims from values, educational objectives from educational aims, and learning activities or experiences from educational objectives. Goodlad indicates that the process of deriving educational aims goes back first to selection among values. A completely value-free position is impossible when establishing

In short, the unrestful student, like the unrestful worker, is trying to tell us something, but he may not know what it is. In part it is "treat me well," "treat me as human." But the student is also saying, "use me well. Let my life having meaning." Career development offers one way of bringing meaning to life through the curriculum. No other concept holds as much promise for establishing relevancy, for bridging school and community, and for promoting self-development. Career development cannot be separated off in some office, it has to pervade the entire curriculum and school program, and involve the community.

Work is central to the life styles of each of us. It will continue to be in the years ahead. We should teach our young people how to enjoy it; and where it is not fun, we should teach the kids how to reconstruct it so that it is fun, and meaningful.

Reference:

Herzberg, F., Mausner, B., and Snyderman, B. The Motivation to Work. New York: Wiley, 1959.

curriculum. He points out that the most serious difficulty in contemporary curriculum planning is a failure to begin with a set of value premises and to inform educational specialists of the value decisions already made.

The value rationale underlying CDC has been drawn from two sources. A que has been taken, first, from those social and behavioral scientists who advocate a goal of liberation through education. This is essentially a concern with the "examined life" - an examination of self and one's motives, and an examination of the motives of others. Reflected in the CDC objectives and materials is the importance we attach to helping students think through what it is they value with respect to major life issues and problems. Reflected also is our desire to help the young person develop the skills needed to communicate and clarify his ideas and feelings in the interpersonal sphere.

A second source of influence has come from those in the field of vocational education and occupational psychology who understand so clearly that in an urban-industrialized society a man's work constitutes the major factor in his style of life, providing many of the basic motivations for his behavior and conditioning all other roles he will play in society. While an individual may, and indeed does, participate in a number of different social worlds at one time, almost all men, and an increasing number of women, eventually test their values and abilities in the context of realities presented by a work world.

Thus, three general value assumptions have figured prominently in the efforts of the CDC team to derive learning objectives and experiences:

1. Students need to be provided experiences which foster a process of valuing and value-thinking.

2. They should be given opportunities to clarify and test their value-thinking in interpersonal engagements with peers, and they should be provided with appropriate feedback regarding the effectiveness of their interpersonal behavior.

3. The students must be provided reality experiences which will enable them to test their values and evolving self-concepts in the larger community and the world of work.

In addition to these general value assumptions, a number of value premises related to the young person's socialization undergird the CDC Project. Like other people who hold basic societal values, those who work with curriculum are likely also to adopt certain value positions because of the evidence from their fields (in my case psychology and the behavioral sciences) about consequences of different value positions. Let me mention just a few such value assumptions, reserving comment for our discussion later.

First, achievement and meaningful work make life worthwhile. A vocation, in the Biblical sense, is necessary for self-fulfillment and happiness. This we want to teach young people.

Second, the strength of our nation rests on the natural differences in individual talents and the freedom of each person to develop and express his talents in his own unique way. This we want to teach young people.

Third, equality of opportunity for all, without regard to race, sex, or religion, must become a part of each and every one's value system. This we want to teach young people - respect for human dignity, respect for the person and what he is capable of doing.

Fourth, any worker who renders a socially valuable service should be accorded respect and given dignity. Most of all, this we want to teach young people.

Career Development Dimensions

Guided by these value premises, the CDC team sought to find a concept which would provide the language needed to state our educational aims. Career development, a sub-science of occupational psychology, seemed to fit our needs perfectly. Current theory and research in this field is directed at explaining how human development and life styles are related to work and vocation. Unfortunately, the parameters of the field are not neatly circumscribed, but the CDC team, by drawing from widely scattered propositions has identified seven dimensions which we consider to constitute career development. These dimensions not only give definition to the concept of career development, but they serve as the broad instructional aims of CDC. The seven dimensions are listed in Exhibit No. 1. Let me comment briefly on each:

Dimension 1 focuses on self. It says we must utilize the stimuli provided by occupational experience to help the learner come to a clearer understanding of himself and his self-characteristics.

Dimension 2 is directed at helping students acquire occupational information. We believe that teachers who use career information in relating their subject to the world of work find this to be an effective way of motivating students to learn.

In Dimension 3 we are dealing with what Sennor has called "psychological man at work." The aim here is to have the learner consider how man arranges his life meaningfully through work.

Dimension 4 alerts the student to the fact that he lives in an organizational world. Most of the problems and conflicts we experience in life stem from the way we try to manage our work organizations, or are managed by them.

The fifth Dimension is designed to enhance the individual's life by showing the importance of one's work to the community and its well-being. The student is assisted to discover the social significance of his work and the work of others.

Dimension 6 reflects our interest in vocational maturity and the desirability of students exercising greater control over their lives through planning.

Terminal Performance Goals

Having delineated the seven instructional aims, the CDC staff undertook the task of specifying the performance behaviors believed important for each area. Questions about the role of objectives in instructional planning remain a matter of issue among curriculum specialists. Eisner (Eisner, 1967) and Kliebard (Kliebard, 1968) have both argued that the doctrine of behavioral objectives has serious limitations. Two of the more critical concerns are: first, that by stating objectives we may curtail the creativity a teacher brings to the learning situation; and second, that from a moral point of view, the emphasis on behavioral goals still borders on indoctrination rather than education.

With respect to the first criticism, the CDC team concluded that the mere stating of objectives need in no way stifle the creativity of the teacher, but such statements instead provide the teacher with reference points against which she may examine and make explicity her own goals, and from which she may construct her own learning activities. The second criticism appears to be based upon an utter lack of confidence in the professional competence of the teacher. Whether or not there is indoctrination depends entirely on the manner in which the objectives are used. Effective instruction permits the teacher to express or model his point of view, but it also provides the students the opportunity to examine all points of view. In the stating of objectives and the design of learning activities, the CDC staff has been less interested in value acceptance on the part of the student than it has in value weighing and value clarification.

The matter of how to write objectives has also been an issue, with curriculum specialists disagreeing on the preciseness and specification needed or required. In formulating goals and objectives for CDC, the team was influenced primarily by the ideas of Ralph Tyler and Robert Mager.

Tyler (Tyler, 1950, p.30) has said: "The most useful form for stating objectives is to express them in terms which identify both the kind of behavior to be developed in the student and the content or area in which this behavior is to operate." While Tyler recommends stating instructional objectives in behavioral terms, he does not appear to be greatly concerned about specificity. Thus, an objective in Tyler's terms might read as follows: The student should be able to write clear and well-organized reviews of books for English.

Mager seeks much greater specificity, however, he does state that it is not necessary to include all three of his criteria in each objective. His criteria may be paraphrased in the following manner:

First, describe what the learner will be doing to demonstrate that he has attained the objective.

Second, describe the important conditions under which the behavior will be expected to occur.

Third, state the standards of performance expected of the student. (Mager, 1962, p. 12).

An acceptable objective in light of these criteria would be the following:

> Given a human skeleton, the student must be able to correctly identify by labeling at least 40 of the following bones: there will be no penalty for guessing. (list of bones inserted here). (Mager, 1962, p. 49).

You will see that the terminal performance goals developed for CDC represent a compromise between the recommendations of Tyler and Mager; the degree of specificity varies depending on whether a particular goal is of a cognitive or an affective nature. Our terminal goals represent directions, not absolute standards. Over 100 terminal performance goals - drawn from many different sources, including the National Assessment Program - have been assembled and classified. To give you the idea, I have listed a few such goals under several of the career development dimensions, and these appear in Exhibit 2.

You will recall that Dimension 2 has to do with exploring occupations. The terminal performance goal reads:

> The student will identify the kind and scope of capabilities required by a few jobs in several occupational areas (e.g., focusing a microscope, scaling a drawing, deciding upon the proper statistical routine, developing an improved approach to customer services).

I selected this example to illustrate that much of what you already teach has vocational relevance. This objective could be adopted by a teacher of science, mathematics, or a vocational subject, who may wish to correlate the content of his course with the work world.

Several of the other terminal performance goals were selected to illustrate another point. See if you can identify what each of the following objectives have in common.

No. 2, under Dimension 3, reads "The student will describe how the work contribution of woman is as socially significant as that of man."

No. 2, under Dimension 4, states "The student will examine and discuss the structure and sources of power and authority in the work situation and their effect on his performance and behavior."

No. 2, under Dimension 5, reads "The student will examine the issue of how work in America can help to overcome the poverty in which the majority of mankind is steeped."

The common thread is that each of these goals has to do with a significant social issue which society is currently faced. The Women's Liberation Movement is not only a problem for the female, but increasingly will become a concern of the male. Power and authority has become a critical issue with our young people and it is being tested in school work stiuations across the country. And, the problem of poverty threatens to tear this nation and the world assunder. These are the kinds of vital and controversial themes which make up real life, and they are what concerns youth today. Our timidity in approaching them through the curriculum has limited the school's ability in developing personal adequacy in its students. They are themes which cut across all subject areas, and should be dealt with throughout the curriculum. The goal related to women, for example, could be implemented through social studies, health, biology, home economics, and I would surely hope, industrial arts.

Learning Opportunities Packets

Now let me tell you how we are using the terminal performance goals in constructing Learning Opportunities Packets. As a first step in the procedure, terminal goals which are related are grouped together and given a packet label or title. Approximately 20 such packets are in process of development at the present time.

After a group of related terminal goals has been selected the next activity is directed at determining what the student needs to learn. This is a matter of setting forth enabling objectives, which I shall illustrate later. Our enabling objectives spell out the specific learning tasks which facilitate the student's attainment of the terminal performance goals. They are not instructional ends in themselves; they are the means for achieving the behaviors and attitudes represented in the terminal goals. The enabling objectives also provide direction for the third step in construction of a Learning Opportunities Packet, namely: the development of learning experiences and activities. In many ways this third part is the most exciting aspect of the project, for it challenges our creativity. At the same time, the determination of appropriate learning experiences is very complicated, and we are presently feeling handicapped by our lack of familiarity with research on the role of media in the learning process.

Taken together, the enabling objectives and learning experiences or activities constitute what we call "learning opportunities", and in creating learning opportunities, the CDC team has been guided by several criteria. I should like to tell you what these criteria are:

1. Learning opportunities must confront the student with the behavior or attitude implied in the terminal performance goals that are stated.

2. Learning opportunities must be within the range of abilities and interests and styles of students involved.

3. An emphasis is placed upon developing learning opportunities which are fresh, innovative and excitingly different.

4. Learning opportunities should strike a balance between those which can be undertaken through independent study and those which are pursued through group interactions.

5. There should be a variety of learning opportunities provided in order to accomodate the needs of teachers in all subject areas.

6. Some learning opportunities must be of an open-ended type, providing possibilities for movements in un-anticipated directions.

This last criterion reflects our conviction that children also ought to be involved in the formulation of their learning opportunities. The CDC team is acutely aware that a great part of the real learning which occurs in the classroom has not been programmed previously. That which emerges spontaneously in the interactions between students and between students and teachers may often have greater value than that which appears on the program agenda for the day or hour. We feel very strongly that the school, through its instructional procedures, must provide for this student involvement in curriculum formulation.

Now let me refer you to the Learning Opportunities Package I selected to exhibit (Exhibit 3). It is labeled "Women and the World of Work" a title which I guess reflects my preoccupation with what may be considered the two most interesting phenomenas in this world, women and work! Let me draw your attention to a few features of the document which may help you get the flavor of what we are about.

Note, first, that we have grouped three terminal performance goals which are related. These represent the ends, the ultimate behaviors to be attained through our instruction. Following, you will note that we have written an enabling objective, which is really an instructional task to be accomplished. There are seven such objectives or instructional tasks making up this particular package. We shall not take time to do so, but later when you have an opportunity to study the package, you will find that there is a sequential ordering of the enabling objectives. The sequencing moves from basic concepts to more complex concepts. A teacher has the option of teaching the entire package or selecting those learning opportunities which interest her most, fit her time schedule, or best meet the needs of her students.

Take a minute with me to look at a learning opportunity: Enabling Objective No. 1 reads: "Discovers elements within our culture which have contributed to the continuance of the traditional view of women." Suppose now that the biology teacher looks at this objective and says: "Hey, this is rather important, and it fits in with a unit I teach". She then looks over the learning activities and selects one, or maybe she decides instead to design a learning activity of her own. Let's assume she decided Learning Experience No. 3 is a good one for her purposes. (I select this one because it is relatively short, and our time is limited) It reads as follows:

> Students in small groups prepare a questionnaire to be administered to various males dealing with their attitudes toward women and work. Students should construct questions which ask not only what a person's attitude is but also his rationale for holding this particular view. This questionnaire could be used in the following manner:
>
> A. Allow the girls in the class to interview the boys, using the questionnaire. Let them reform into small groups to discuss the results.
>
> B. Have the students administer the questionnaire to a variety of males of different vocational areas (e.g., male teachers, janitors, bus drivers, professional men, etc.). Also have each member of the class interview his father; this will hopefully lead to a more complete understanding of the origin of the student's own opinions.

Let us look at another learning opportunity - one which may appeal to the teachers of English. On page 4, Enabling Objective No. 3 is worded: "Reads and discusses relevant literature dealing with women, their traditional roles, and their place in the world of work." Learning Experience No. 2 is derived from a reading of Henrik Ibsen's play, A Doll's House. Through a series of questions the student is confronted with the concept of sex role differences, and he is immediately engaged in a process of value clarification. This particular assignment may be used either as an individual or group learning experience.

May I conclude this presentation by relating a story. One patient was visiting his psychiatrist, and he was being given the Rorschach inkblot test, with startling results. Each time the psychiatrist showed the man one of the black blobs, the patient, without any hesitation would identify it as some nude glamor girl. "That one's Marilyn Monroe in the bathtub," he'd say. "And that one's Rachel Welch taking a sun bath - all over."

"Hmmm" said the psychiatrist, "Very interesting. You'll have to come back tomorrow after I've checked the results." The patient agreed, and was just about to open the door when he stopped and turned back to the doctor. "Say Doc, I wonder if you'd mind doing me a favor?" he asked. "I'm going to a stag party tonight, and I'd sure like to borrow those pictures!"

I hope that each of you will have seen something of interest in the materials I have presented, and that you will want to borrow from them.

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PROJECT NEED

Glenn Adams, Director
Project Need, State of Washington

Thank you, Art. It is a pleasure to be able to address this group of concerned educators. I am always at somewhat of a lost when talking with a group such as this, since those who attend are generally fairly well convinced of the validity of what I say about our educational system. I have the feeling that I'm talking with the wrong group--that I should be addressing all of those who are not here.

As Art mentioned, I have created a directory of employment opportunities in the Northwest that covers the states of Washington, Oregon, and Alaska. There is quite a history behind the development of this resource that may be of some interest to you--why it began, how it developed, and how it eventually led into what we now call Project NEED.

As I see it, we have two major problems. One concerns the shortage of facilities and equipment for vocational education. The other problem, and the one to which I will address myself today, concerns the attitudes of our young people toward vocational education--or toward any kind of involvement in school other than academics. It seems to me that we have gone to the extreme in exalting the academic pursuits, no matter how shoddily pursued, and in scorning the crafts and the people who want to move into an area of vocational education (to paraphrase John Gardner's observation). The result of this kind of thinking over the past several years has been that in general, the high school structure--and more recently the community college structure--have developed curricula which are in large part academically oriented.

In the high school or secondary system, we have approximately 80 percent of the course work directly geared to the next step in the academic process. One serious consequence has been that we have large numbers of our young people drifting out of our schools. College preparatory curricula have great status, vocational education little.

Our system loses something like 40 percent of our young people before graduation from high school. In a technological society such as ours, these young people who do not even have a high school diploma are virtually unemployable. Unemployed and unskilled people, as you know, are hardly an asset to any community. Those people that are employed are called upon for increasing proportions of their income to support treatment programs for those who are non-productive. When you couple large numbers of unemployed, uneducated, and unskilled people in this society with the blatant materialistic press that we have coming at us every day in all of the media, it quite naturally leads to higher and higher crime rates. This is a burden that our society cannot long endure. We simply cannot tolerate this very much longer.

Of those young persons who do graduate from high school, approximately half of them enter some form of higher education. They are about evenly divided between entry into the community colleges and the four-year institutions. I think the students entering the community college represent rather dramatically, the almost total inadequacy of our secondary counseling and guidance system. These young people come to us with a most unrealistic idea about themselves and about the world of work.

For example, at Everett Community College, and I think that Everett is not unique and probably represents quite well the national picture for community colleges, each fall we enroll between 2,000 and 3,000 individuals who have had little or no prior experience in any collegiate institution. Each June we graduate approximately 200 individuals. Although some of the differential between induction and graduation figures may be accounted for by individuals who transfer prior to graduation and others who may be there for purposes other than graduation, it can be safely stated that we know relatively little about what happens to the vast majority of our enrollees. We know little about them prior to entry, during their tenure in the college, or what happens to them after they leave. About all that we can be certain of is that for many, we have provided another in a continuing series of failure experiences.

Approximately 90 percent of the students coming to us as freshmen declare an educational or occupational intent that would require the completion of at least a B.A. degree--almost 50 percent saying that their ultimate goal is a Ph.D. or its equivalent. These declarations are made in spite of the fact that in general, the students present scant evidence to indicate that they can successfully complete such a program of study. Generally, they are people who have not done well in high school. Their test scores do not differentiate them from a random sample of high school seniors. Yet, they are making the same kind of choices with regard to occupation and education as are students entering four-year schools.

Based on the best estimates possible from currently available data, it is apparent that only about 15 percent of the students who enter community colleges do eventually obtain a B.A. degree from a senior institution. The majority drop out before or after transfer, frustrated in their attempts to reach unwise or impossible goals. I think that the community college student, both in this state, and nationally, is a victim of this nation's obsession with the idea that the sheepskin is the only dignified way to enter the world of work.

I think what is particularly distressing is that the failure of the institution of the community college to meet the real needs of the majority of its students is, in fact, a composite statement of thousands of individual failures of the individual human beings we are designed to serve.

I don't think that there is any acceptable reason for the richest and most powerful nation in the world to continue a relentless production of 18 and 19 year-old failures. This carries a cost that again, we cannot long endure.

After witnessing an every increasing parade of failures through the counseling offices at Everett between 1962 and 1965, I decided to create a directory of employment opportunities which would present career possibilities in a realistic balance. It doesn't do much good to look in the "Occupational Outlook Handbook" and see that a particular kind of job category is trending in a certain direction if neither the counselor nor student has any way to tie that information down to his own neighborhood or city. Initially, we contacted only firms in Washington and Oregon that had 50 or more employees. We asked the personnel managers of over 2,000 employers what kinds of job opportunities they currently had or anticipated having during the subsequent year. The firm's listing in the directory also included the following information: How many people they employed, the firm's address and telephone number, the name and title of the person to contact when seeking employment, whether they had on-the-job or apprenticeship programs, and whether they had summer employment opportunities for students. We also included appropriate articles by recognized authorities on vocational education, how to get a job, the community college programs, career possibilities in growing industries, etc. Our initial assumption was that this kind of publication could serve as a bridge between the employing and educating communities. We believed that it would be perceived by employers as a vehicle through which they could present their industry and its opportunities to the teachers, counselors, and students. Further we believed that school personnel would see this as a real opportunity to find out more about what is really possible for today's youth in the world of work. What we experienced in fact was an incredible array of apathy on both sides. We soon discovered that the concept of an employment directory was clearly not one that could support itself financially, and that we would either have to discontinue the project or seek financial assistance from the state.

It was at this time that I discovered a report on the state of education in Washington, published in October of 1966 by a legislative subcommittee chaired by Representative Kull. That report spoke very clearly and authoritatively to many problems that are being generated in our state because of the general imbalance and inappropriate emphasis on academics in our educational system. The findings and recommendations of that report are substantial and impressive. It is, in fact, an indictment of our secondary educational system. The fundamental theme observable in all of the recommendations contained in the report is that we need to do a much better job of communicating with students, teachers, parents, and industry regarding the realities of the world of work.

Using the report as a framework, I created Project NEED (named from the title of the directory, Northwest Education/Employment Directory). Project NEED was a proposal to mount a comprehensive program to develop more effective career and educational guidance in the junior and senior high schools throughout the State of Washington. The proposal was unanimously approved by the Washington State Coordinating Council for Occupational Education in November, 1967, and $14,000 was appropriated for the support of the first year's activities.

The initial phase of Project NEED was to insure that all counselors in the junior and senior high schools of Washington had in their possession a copy of the Directory. In conjunction with the provision of the Directory, there was a well-articulated program of personal contact and communication with the counselors regarding, first of all, information relating to the critical situation into which our current unbalanced practices have led us; secondly, assistance with becoming more proficient in utilizing the vast amount of local data that is contained in the Directory; assistance with identifying and integrating other kinds of resource materials; assistance with the development of career planning classes and other vehicles through which this information could be communicated to students in groups. The third major function of the program was to require that those individuals enrolled in the Project NEED Seminars develop and implement some innovative program in their own districts, buildings or classrooms, which would solve or ameliorate one or more of the problems discussed in the Seminar. The Seminar is approved for graduate credit by four state universities and one private university. Participants in the Seminar represent elementary teachers and administrators, secondary teachers and administrators, and community college personnel. Resource speakers from business, industry, government, labor and education freely volunteer their time and talent to the project. I am confident that most people in the state would agree that Project NEED has become one of the most effective guidance projects not only of this state, but in the nation generally.

The next step is to move in the direction of getting the information to the students. Through the assistance provided by the State Division of Vocational Education, we are moving into this phase this fall. We will be helping school districts to establish career planning classes at all levels from junior high school through junior college. We will assist students to learn how to explore themselves and how to write an effective resume, in addition to providing information about careers.

In the final analysis, there are four essential ingredients in any kind of successful program designed to break out of the dilemma we are now in. One is that you must have a philosophy that says something like: "Every student, every young person, every person--has the right to choose freely--what he wants to do for a living." That implies a great deal, not the least of which is, that the student knows what the alternatives are. Secondly, you need money. The most promising ideas in the world will flounder without an adequate financial base. The third major ingredient is that you have creative leadership. You can have the philosophy, and you can have the money, but unless you've got someone who can go out and tell the story and create excitement and interest in the midst of apathy, nothing will happen. Nothing at all. Fourth, action is required. This is a point that is so obvious it should not have to be stated, but unfortunately, it is here where so many sound programs fail--in their execution, or lack of it. All of these variables are interdependent. None will be effective without all of the others.

You may also be well advised to look outside of your own ranks of professional people to someone who will sell your story for you. The concept of vocational education with all of its benefits needs to be sold, just like "college education for everyone" has been sold for the last 15 to 20 years. A person from the outside has considerable more latitude--more freedom--with the general public. My own case may serve as an example. If I worked for the Division of Vocational Education, what I said would be suspect, and taken as an attempt to build my empire. If you have someone from the outside who is articulate, concerned, and willing to speak for you, a person who is willing to become a critic of our educational mess and present constructive alternatives, his credibility will be much better.

A final point to be made is that you cannot approach this problem with the attitude "look at the nice idea we have." No one, strangely enough, wants to hear about nice ideas. If you were to call all the newspapers in your city and say: "I have a nice idea and would like to call a press conference and tell you all about it," no one would come. On the other hand, if you said: "Glenn Adams is going to blast the educational structure in this state, and it might be something you'd want to hear," you would pack the house. You would get attention.

When Project NEED was launched, that was exactly the approach we used. We had television coverage on all three channels on the early evening and late evening news. Approximately seven minutes of their 20 minute newscast was devoted to Project NEED. Channel 9, our educational station, did a half hour program on Project NEED - what it was and why. Right now, KING TV, the largest network in this area is beginning the production of a series of half hour films on vocational education. KING initiated the project because they perceive a serious problem. They perceive the problem, I think, largely because of the publicity and coverage that Project NEED has been given in the past three years. Yes, we do have a nice idea, but it would never have been realized without a direct frontal attack.

(Followed by a question and answer period.)

PROJECT NEED

Ron Berg, Washington State Supervisor
Vocational Counseling & Guidance

I am very happy to have a chance to share with you some of our concerns, some of our feelings and some of our hopes, maybe some fears too. I'd like to tell a couple of stories at first if I could because we do have about an hour.

This happened in Seattle and it really wasn't too long ago and I hope I'm not insulting any--you know--any Seattle people here, but this particular high school and its principal, like all good principals, was very conscientious--he knew it was his ship and he was responsible for what went on. So in the matter of routinely checking the multitude of details and supervisors and people that he had to check with all the time--he had a list of those seniors who had signed up already and had sent in their college applications--but he happened to notice that (we'll call the student John) John had not sent his in yet, and John was Valedictorian. So the principal got on the horn and called John out of class and John came up and the principal said "John, I noticed you haven't filled out your application, its getting kind of late." John says, "I'm not going to college." About 3 minutes of complete silence--you know--that really chilling kind of silence--"go see the counselor, he'll straighten you out." So off to the counselor's office John goes. Well, the counselor was caught unaware, you know, sometimes this happens to counselors and the counselor fell into the trap. He said, "John, what are you down here for--you know--gee, you haven't been down to see me--you know--as a referral from the principal." "Well, he talked to me and asked me if I was going to go to college and I said no." Another 3 minutes of this dead silence. Then the counselor starts in on him, "you have to go to college, you're valedictorian," and so on and so on and so on. "No." The kid is stubborn. Well, the counselor being a good counselor, calls in the parents; by golly, the parents go at the kid and the counselor goes at the kid--no movement at all--and its getting late.

Finally the counselor, being a good counselor, fell back on some of the old training and he said, "hey, in this whole cotton pickin' process no one has asked the kid John--what does he want to do." So he called John back in and said, "John, I apologize for what's gone on before and really, kind of help me with it--what do you want to do?" John said, "I'm going to be a carpenter, I'm going to start by being a carpenter's apprentice; as a matter of fact, I've already gone down to see the joint apprenticeship council; I've taken the test, I'm already accepted. The minute I graduate, I start my apprenticeship program."

"Well, alright, tell me a little bit more about this John." John said, "I know I'm smart, I'm going to be the best carpenter's apprentice in this whole city, I'm not always going to be a carpenter's apprentice or a carpenter; I'm going to be a contractor, and then in about 10 years I'm going to come back--when I'm able to buy and sell all you guys, and give you the same rough time you gave me."

I don't know whether you heard that Mr. Duncan or not. It is a good story. I think it's a true story.

I have some concerns about John in this matter--I wonder where he got his vocational guidance, where did he find out about apprenticeships--it apparently wasn't the principal or the counselor. What kind of occupational guidance did he get back in junior high school? On what is he basing his decisions? Is this the most appropriate route for his plans. I think these are all very, very pertinent kinds of things. Maybe John is taking the most appropriate route, maybe not. What happened back in elementary? What were the forces that influenced John's decision? Well, let's bring this up to the state level. Like you, we in the Coordinating Council are concerned with where do the students get the awarenesses, attitudes, and skills needed to take that next step whenever that next step occurs and where it occurs. And whether it's going into an entry level job or going to the University of Washington and taking vocational training in medicine. We're concerned with this too. To kind of give you an idea, I think, to kind of help you understand what we are, in terms of state organization. I am a staff member of this particular unit which is known as the Coordinating Council for Occupational Education. This is what, in other states, would be called a State Board for Vocational Education. We had a State Board for Vocational Education up until about two years ago, then we had some reformation. What is our major responsibility? The supervision of the administration of vocational education in the State of Washington both for K through 12 programs and for the community college programs. We are a service coordinating liaison unit. We contract out through Mr. Bruno's office, our State Superintendent of Public Instruction, and Mr. Jim Blue, who is our State Director of Vocational Education in the K through 12 system and for vocational technical schools. And with Mr. Moe who is the Director of Vocational Counseling for the community college systems. They are the operating agents.

We get monies from the Federal government and therefore this makes it desirable for two agencies--for a period of time, anyway--while we have money. I might mention that in Washington about 75% of the support of vocational education comes from state monies and about 25% from Federal. We allocate out monies to the K-12 and community college systems through what we call the state plans and everybody has a state plan. This was a demand placed upon states as a result of the Vocational Act of 1968.

We have three documents in the state plan! One is the administration plan which tells what our goals are and how we get money out and contract different kinds of things. Our other two documents are updated yearly and speak to both yearly needs and long term needs. So what we are trying to do is to go throughout the state finding out from junior high people and elementary people and high school people, and employers and the Department of Labor and all the resources we can go to and find out what the person's needs are and what industries' needs are, and then try to develop plans to meet these needs--kind of an overview of the general responsibilities. How can I help you, I say - if you are from Washington, and I realize that you are from all over, but I think there are kinds of counterparts of my type in every state--I am sure of this, in fact I think there are some here at the Institute. I am down here in this program development section. Specifically under guidance we do have some money and I think that is what you are really concerned with!

To help both the state and the local systems meet certain goals and priorities and these are the goals and priorities that we have outlined in the state plan. I would like to look at No. 5 for a minute because I think projects of various kinds could fall under this No. 5 providing continuing action program for improvement of the total environment and philosophy through which vocational education can produce educational genius.

I am not going to read it to you, I think this would be insulting your intelligence and we can provide copies if you'd like to have it. When a school sends in a project--hey, we want to provide some inservice training to upgrade our teachers and counselors in developing awareness about the world of work, we have to take into these goal categories and some of them will have to fit into this accounting category--consulting services, instructional support services, professional development, program planning, administrative services and these kinds of things.

Project Need and projects like Project Need, are funded under .4, Professional Development of Staff.

I don't like to talk at people--it kind of bothers me--so if you have questions you can just break right in. Feel free.

Under contract we cannot contact a school of the K-12 system or a community college board without informing the other parties. We are a service consulting organization. How it really works, if, let's say if Seattle says they'd like us to help them. Okay, I would contact Mr. Jim Blue from the Superintendent's office and say - Hey Jim, Seattle's got some concerns, how does this fit in with what they said in their state plan and -- see all the districts sent in their state plans, about yearly and five-year to Mr. Blue's office. If there's something that his staff can't handle - this can happen - even with the consultant staff, what we do is--then he'll say, fine go ahead and do what you can and help them out; just come back and keep me informed. It's a partnership agreement, but particularly, I might get in trouble if I just go to Seattle and tell you all kinds of things, because then I'd be overstepping my responsibilities. As one person so aptly put it--it's nice to know why you're important and why you exist, but if it weren't for the money you guys would get, we really wouldn't be too concerned about you.

I think the important thing is if we can provide service, I think we'll be used; if we can't provide service, then we probably don't need to exist anyway. We are staff members of the coordinating council, which in effect, is the State Board, and they are the body authorized to receive Federal funds. Along with this body there are 9 members: 3 from the State Board of Education over here under K-12; 3 from the community college board; and 3 appointed by the Governor; and you have a member - I'll go into that in just a minute - this other board. Two of the members appointed by the Governor in the bylaws has to represent business and industry, the other has to represent labor, and the third is his choice. Now, along with the coordinating council there is formed in this state, a citizens' advisory committee on vocational education, and I believe this committee is appointed by the Governor - is that right? What this committee does is -- they're really tuned in on needs and concerns and they get their recommendations to the coordinating council and this is then incorporated into the yearly and five-year state plan.

That's a good point. So we have a lot of people concerned with plans and needs -- not just money you see for one.

Mr. Duncan is on that state advisory committee, acting as a house resource person.

Are there any questions on the role and organization of the coordinating council and what we do at a very general level?

How can we be of assistance? Project Need is, I think, a real good example of how state can develop a working relationship and a partnership with colleges and all the school districts for an upgrading of teachers' skills so in turn they can help upgrade and help the students.

Project Need, as I envisioned what it was, is a series of workshops to inform all educators that are concerned about the world of work, the problems facing the world of work, employers' and employees' views.

How the schools are helped or not helped and prepare for that next step. Going into the world of work. Teachers become aware of problems--I think somebody asked the question about this.

I can't answer that sir, but I think that Project Need has questions that can be. I think it's through such things as Project Need that your questions can be translated into action. Can I follow this up a minute and then maybe bring it back?

To develop in teachers the skills needed to pass on to students those attitudes, awarenesses, and skills needed to go to work. All students, not just one. The format of Need is in a continual process of changing.

One Project Need workshop is not quite the same as the other - some of the tools that we have to help teachers change with it - now we have had the directory which I think speaks to helping counselors more directly than kids. I think it's a good counselor's reference tool. It's an important supplement.

The Coordinating Council puts out and distributes a publication to all counselors and libraries in the state of Washington called MANNING YOUR OCCUPATIONAL TRAINING. This is another valuable resource for educators. It tells what kind of training you can receive by going to vocational colleges or vocational schools and community colleges.

It's a natural resource for the counselor and the teacher can use it in conjunction with the student.

We are back now to page 4; the development of a book such as this which is available to counselors, teachers, and libraries in the state. It's the program CATCH, and one of the co-authors of it is Dr. Schile. It is a real good tool for at least 8th grade through adult education. I'll leave this here and you can see it. It's good because it kind of helps the junior high student right away and says, hey - you don't have to read the whole cotton pickin' thing and this helps. It says, turn to page 2 and asks you, what do you want to do; what are your plans; what do you think you want to do? Oh, I want to join the military; I want to putt around; I want to get married; I want to do a variety of things.

Well, if you just want to putt around, then you turn to page 6 and this tells you what to do. If you decide you want to get married and let your husband support you or you want to travel or putter around. Unfortunately, I have no information to give you as this book is not programmed for this. However, traveling or puttering around means that you are postponing for awhile the decision, whether to continue your education or find a job. Getting married usually carries with it the necessity of working while you and your husband settle in a home. This brings a person back to the reality you want to know more information about the educational jobs.

Please turn to page 11. You get over to page 11 and it starts talking about these kinds of things: do you like to work with people or things; do you like to stand up or sit down; do you like to work indoors our outdoors? In the back of the book it tells about all the different kinds of programs people can take to receive excellent training. So we use all these kinds of tools in Project Need. This is from the Interstate Printers and Publishers, Inc., Danville, Illinois. I'll leave it with the Institute so you can get information on it. I think the real excitement of Project Need has maybe not been brought out and this is the involvement and spin-off projects that have resulted, because of Project Need workshops. Project Need workshops are about a 10-day experience, 3 hours a day and run that way. And one of the unique requirements of that course, as such, is that you don't really get graded at the end. You have to develop an action program based on the needs and problems you've learned about in your experience in this workshop. Try it out on the school for 3 or 4 months and then send back your evaluation you see so in this essence it's kind of like this workshop, it's action oriented. You've got speakers speaking at you, you know, you may disagree with some and agree with some, but somewhere there is going to be a spark, I think, where each one of you say -- hey, there is a need, maybe I can use these kinds of things -- at least, let's try it.

Well, one of the larger projects to come out of a 10-day workshop is something called Project GIVE - it's Guidance in Vocational Education. I don't know whether this one has been mentioned or not. It was done by 3 participants and here the makeup is interesting. The 3 participants were the Director of Vocational Education for Kent schools, the Director of Pupil Personnel Services for Kent schools, and one of their leading psychologists. You know, this is unique in itself -- usually the way people don't talk to counselors and teachers don't talk to counselors and nobody talks to anybody. Project Need seems to have fostered this--these 3 people with these tremendous backgrounds and experiences got together on a project to meet a need in vocational education and guidance. Well, as a result, they sent proposals to the state office and were funded to the tune of about $12,000. Because it met the needs of the kids. And it fit the goals that you saw here. What did they do? They took a survey of 5th and 6th grade kids about what did they know about jobs. What were their feelings about jobs. They surveyed the teachers as to what they thought kids knew about jobs and what kind of programs there were.

Some of the questions were:

I have thought about what my life work might be - yes or no. (This is 5th and 6th graders.) 91% of the total showed concern about the teacher by making it a career choice. This is the 6th grade level - what they are really looking for is a comprehensive program K-12 in the Kent schools to make sure that all kids are ready for the next step, but they had to find out where the kids are now and this is what this project speaks to -- where are they, what do they really know -- they asked the kids. Who was really influential in your career choice right now. Who had really had the greatest impact. Eighty-nine of the kids responding on this said that TV was the single most important factor influencing my decision on jobs. Now that's kind of scarey when you really sit down and figure what kind of jobs are really mentioned in a given night on TV. Surprisingly enough there is another little problem I have with me-- in the normal study, Ohio State Interest Inventory--about 47,000 students nationwide found there was no significant change in vocational choice for boys anyway between the 8th and 12th grades, which is a very startling thing. That means some real decisions are being made at the junior high and intermediate schools.

This is what they will find out, this is what this is speaking to. How they make their decisions; TV is making the decisions. I don't know how, but TV is. The father and mother were very influential. Down here about the bottom; well no, teachers are about 3/4 of the way down and counselors on the very bottom of the list. Oh yes, yes, I am sure this is an answer; but you see, I would come back and say--somebody should be accountable for developing the information about the world of work in a curriculum and I think that somebody, more than anybody else, should be a counselor. Parents and friends, friends were down about 7th, but parents were 2nd and 3rd.

I think, sir, what this study pointed out is that without the kinds of knowledge that you're talking about, kids are making choices inadequate and inappropriate and uninformed choices.

I really can't speak to this, sir, I don't know. I think maybe as this project develops, maybe we'll have an answer for the Kent School District. But I think if you can start something, Project Give, is in your own home area.

It's not getting me out of a bind, but we are not the operational agency, we cannot give money for equipment that is under Mr. Blue and Mr. Moe.

I had some crazy questions myself. This is not equipment; again, I'll have to say, we cannot provide equipment.

I have surveyed over 1,000 seniors personally and I spoke to classes, it seems now, less than 5% of all the seniors had ever head the word apprenticeship, I mean heard the word. Not all the 5% knew what it was, now what I'm asking is, doesn't somebody, somewhere in the educational process have the responsibility for providing information so that the person can make adequate and informed choices.

I'm with you 100%, I think you should have a K-12 developed essentially. I don't know whether this $12,000 will help students. I have great hopes that it will produce many, many times the $12,000 in assistance.

I understand that is what that questionnaire is for, basically to find out what direction to take to train these students. Right. Yes, here's a piece of answer research based on the needs of Kent schools; they weren't concerned about Seattle or any other place, they wanted to know what we could do about Kent.

But I think out in the field it's real when you say: Can I share with you some of the maybe things; I have seen too, I have seen teachers doing tremendous jobs in their classrooms for a class, but unfortunately he doesn't share or can't share with the teacher over here and it's not part of the school program. It's not part of the whole curriculum. We have such tremendous resources within our schools; it's a shame that we can't use these in-house research people.

Okay, there are some other kinds of standout projects and I'll leave these here. Somebody really developed a cute questionnaire and brochure, some cute cartoons, but the cartoons are very, very intelligently done. They speak of attitudes. The direction that the projects go are unlimited all the way from big projects like Give to down in Pasco and Kennewick and in that area--a group of 5 people said, hey, we don't really know what dropouts are, you know. They're part of our population, they're part of our product, what we've done somewhere. So, it sounds corny, but they invited a dropout to dinner and it's not corny and they found out that low and behold this dropout was a person and he was working or he had goals or dreams just like everybody else and I don't know how you measure the attitude change that might develop from inviting a dropout home to dinner.

What comes out of Project Need or Project Awareness or whatever title you want to give it is action and attitudes.

Okay, now, how much does Project Need cost? Roughly the cost is about $3,000 for the workshop--who provides the money? This is from the coordinating council under inservice and teacher development, I guess, or whatever the title was. The other monies are expended for the costs and honorariums of bringing in the guest speakers from labor and industry and also bringing in, I might mention this, teachers in the field and counselors in the field and educators in the field who have innovative and exemplary programs to share with people. We have some people sitting here that fit into this category. Mr. Wilson has been a resource person many times, for Project Need, because of the things he's done in the elementary grades with vocational guidance.

I don't know whether other states have something similar to Project Need, I think they have the capabilities of providing these ongoing workshops to stimulate interest and make people aware.

These requests come from schools--to kind of give you an idea where they have been; well, I can't find it right off hand, but, as far as I know, they have not been requested, now we have not been able to fill all the requests that have come in, so maybe that is what you mean.

We are trying something in the Yakima area that sounds very exciting. We have 10 school districts that want to hold two projects each simultaneously. Five over here and five over here, so we can dovetail resource people, so a person might drive from one at Toppenish and then drive down to Sunnyside. For you people who are not natives, we are talking about a geographic area that is about 30 or 40 miles. The speaker would speak from 4 to 5, drive from 5 to 6, and speak from 6 to 7.

The exact format of Project Need will depend upon the needs of the school; Seattle is certainly different, I think, in format than Yakima valley. All other sources of funding from the coordinating council and the ways that we can help you--one is through our research department, planning and research. We funded an experimental research project at Mercer Island--that's poverty walk over here across the bay - you know, where the big houses are and all that stuff--in a junior high school. This speaks directly to the kinds of concerns you have. I'm going to talk to you by reading a little bit. Mercer Island is situated in Lake Washington, adjacent to Seattle, is a high socioeconomic community -- 2,600 students attend the one high school. Mercer Island High School students have high aspiration levels for future professional goals. These goals are possibly sustained by parental philosophies and strong academic instructional assistance. The general attitude held by the students and some school personnel is that nearly all of the students will graduate from a four-year college or university. Do they know their population; that is the first question they are asking.

A recent follow-up study of the Mercer High School graduates, however, did not support this assumption. The survey indicated that 25% of the male students and 42% of the female students attend the four-year colleges and univerisities, but if this percentage remains constant, about 34% of those enrolled will not graduate with a baccalaureate, which is tremendously high with everything else they have. Anyway, they said, let's take the students that are in general math and develop, through English and Math, some interest about jobs, and we'll get the video equipment. We'll actually have the kids write the scripts, find out what jobs they want to interview, the kinds of information they want, go out and actually do this, video tape it, bring it back--have parents involved. An outstanding program--yes, that's up here on Nob Hill.

Again, we respond to - we didn't go out and say - hey, why don't you try this, the ideas came from there - and if you have something in the central area of Seattle - something that you'd like to try beyond what you already have. Alright, one of our goals is the statewide determination of programs in occupational information - this is one where we have to work harder. Yes, I think this is an appropriate role - that Seattle know about this kind of program. And that they know about Seattle programs, too.

Well, in the past two or three years in Yakima, and for a year down at Pasco through the EDPA grant, there have been summer institutes for elementary, junior high, and high school educators. But the ones in Yakima have been primarily for elementary people to make them aware of the world of work, the kind of skills, and awareness of attitutdes that elementary kids might need, bringing in excellent resource people and developing action programs. It's kind of, again, a Project Need idea - it's not Project Need's idea, it's getting information to people, having people take action on it. This was also sponsored and helped through one of our divisions. One other thing here that the state can help you with - we'll help with projects. We'll help with research, we'll help with innovative ideas.

One of the things that came through and I think was originally developed in San Diego was something called Project VIEW: Vital Information on Education and Work. Really, what these things are, are aperature cards with four pages of information about the world of work. The first three pages give national and state information, about a job; the fourth page is developed regionally or locally to give contact people, in a town like Yakima, contacted Joe for architecture or whatever it might be: National, state, and local information retrievable by students. How they receive this information is through these reader printers - they have them now down to about $300. The state has developed or has set aside some money to develop enough of these decks of 400 for every high school and hopefully, every junior high school in the State of Washington. We also have money set aside to pay for teams of people throughout the state to survey and develop page four.

The implications of View and kinds of things like View are unlimited. We are developing not only job decks, but are developing information about what you can take at community colleges, four-year colleges. We want to develop a deck on apprenticeships. We want to develop decks on/for elementary, occupational education. Of course, junior highs are in this plan.

You can also have individualized instruction programs set up on these kinds of cards, but again, it's to provide seed money to provide impetus for major programs. I think you have to kind of look at it that way--it's seed money.

One of the main requirements for Project Need or projects like Project Need is to, once you've heard about the world of work and what people do and what kinds of needs are there and problems, and find out about what resources are available that people aren't using, and this is usual too. Somewhere along the line one requirement is--either for the elementary , junior high, or senior high--you must have some problems, some needs that aren't being met. Zero in on this and develop an action project for the next month or year you are in school. For example, at Grandview a person wanted to know what is happening to our students. We don't know. And that's in an agricultural community in the Yakima valley. So, she wrote up a project, went for credit, but she thought, by godly, maybe I need some help on this; it's a little bit bigger and I need some resources to have secretarial help. So she again submitted a proposal to our office for research and got funded to the tune of about $2,000 to finish this thing out. And she is doing a follow-up study, finding out that maybe the only; instead of having 40% or 50% of the kids graduating from college, only 10% are. Hopefully, this will improve attitudes about curriculum. That is one example. I think there have been many more examples, but we need follow-up studies. We need follow-up studies between junior high and high school, high school and beyond, and elementary to junior high school. We don't have articulation to the extent that we should. I would just like to close and say we've got, I think all of us, one way to go--this is a very, very challenging business to be in right now, but I'm very optimistic.

I think we have more people with more concerns than we've ever had, about getting kids ready for the next step--the world of work.

HELPING YOUTH BRIDGE THE GAP FROM SCHOOL TO WORK THROUGH MANPOWER AND ECONOMIC EDUCATION

Robert L. Darcy*, Professor of Economics
Colorado State University, Fort Collins, Colorado

Although work is not life's heart and soul, for individuals or societies, it may nevertheless be true that for most Americans the pursuit of happiness begins with the simple fact of a good job. And a good job is one that not only provides adequate and secure income, but also meets certain other human needs of men and women who work -- such as providing the worker with a sense of personal usefulness, a feeling of participation in the socio-economic system, and real opportunity for human development and personal fulfillment.

Manpower policy, as it has evolved in the Sixties, is aimed primarily at improving employment and earnings for the American people -- by increasing job opportunities; assisting men and women to become more employable and productive through education and training; and improving the processes by which workers and jobs are matched in the manpower market.

But a truly comprehensive human resource policy must strive for grander goals than merely expanded job opportunities and higher earnings. As the United States Department of Labor acknowledges in its 1968 Manpower Report, we must seek to improve the quality of employment. We must be concerned about the extent to which employment satisfies the needs -- physical, psychological, and social -- of the individual, rather than merely meeting the production requirements of efficiency-oriented employers and the growth-minded economy. We must view employment in the total scheme of life rather than in the isolation of the work environment, and develop a greater sensitivity to both the adverse physical and mental effects of work and the extent to which work can be a positive, beneficial, developmental experience for the men and women who participate as human resources in the productive side of the economic process.

You people know very well that programs of occupational orientation and vocational education can help men and women become well-trained, employable, productive, self-supporting workers. If things go well at the macro level of the economic system -- for example, if fiscal and monetary policies assure a full-employment level of aggregate demand; and if things go well at the micro-organizational level

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*Presentation to Short-Term Institute in Vocational-Technical Education, "Improving Occupational Orientation Programs for Junior High School Students in Metropolitan Areas," at University of Washington, Seattle, August 6, 1970.

-- for example, if private and public enterprise adopt equal-opportunity employment practices and provide career-development programs; then the stage is set for policy implementation at the *micro-individual* level -- programs of vocational education, occupational orientation, work experience, vocational counseling, mobility,job information and placement, post-placement support, and career development. The out-come of a successful meshing of macro, micro-organizational, and micro-individual policies from the viewpoint of the system as a whole will be *full employment* with *high productivity*. From the individual view-point the results will be men and women who are *employable*, who have the *motivation* to work, who can *find* and *hold* jobs, who are *productive*, earning a decent *income*, and who derive a measure of *satisfaction*, *enjoyment*, and *fulfillment* from work itself.

We have a long way to go before every American worker is adequately oriented to the world or work -- adequate even in terms of preparing people for successful labor force participation based on jobs and earnings. But -- as the Department of Labor has suggested -- we are particularly remiss when it comes to orienting workers to the *qualitative* aspects of employment, helping them develop a meaningful perception of the relationship between the individual as worker and that portion of man's socio-economic environment that prescribes and constrains his work behavior. To help young people bridge the gap from school to work we must assist them not only to acquire vocational information and job skills, but we must also help them to understand the broad socio-economic environment in which they will *work*, as productive human resources, and *live*, as men and women.

The social scientists among us will begin to sense that I am beginning now to talk about something that goes beyond occupational education. I am talking about economics and economic education. Work *is* part of the economic process and is therefore a legitimate subject for economists to study. But the world of work takes in more than just economics -- it's far more than a process of earning an income and helping produce goods and services. Work is part of economics, but more than economics. World-of-work education is part of environmental or ecological education, focussing on man's relationship to his social environment rather than his physical environment. It is more than occupational orientation and vocational education.

The purpose of *manpower education*, as my colleague Phillip Powell and I have termed this area of instruction, is to help young people develop human resource competence along with a holistic understanding of the world of work or wage-employment system: i.e., the socio-economic institution of working for pay in modern industrial society -- to become *competent* as workers and *comprehending* as men and women.

A program of manpower education, as exemplified by the experimental course and textbook, MANPOWER AND ECONOMIC EDUCATION, approaches the study of work and the economic system from the point of view of man in his capacity as a human resource, functioning on the productive side in the economic process where the creative "instinct of workmanship" may be expressed. It's dual objective is *manpower development* and socio-economic *understanding of the world of work*.

The desired outcomes of such an educational program for young people relate to a wide range of understandings, attitudes, and behaviors that will affect employability, motivation, employment, productivity, job tenure, earnings, work satisfaction, human development, social orientation, and the whole quality of *employment* and of *life* for individuals and the nation. The practical benefits of manpower education for disadvantaged youth can be escape from poverty; for middle-class youth prevention of alienation; for all youth an awareness of the creative values of work in terms of productive contributions that individuals can make to society, secure and comfortable levels of living, socio-psychological satisfactions, and human development and fulfillment. Manpower education can help reduce rates of involuntary unemployment, subemployment, dependency; and more positively, manpower education can promote social progress by enhancing the quality of employment and of life for the entire community.

Education is no panacea for society's ills, as students of poverty ahd human resources have learned. The same caveat applies to vocational orientation or manpower education. But education helps, and we have facts to prove it. Indeed, if you will agree that *more* knowledge is better than less, and that a functional knowledge of the world of work in the "neurotic-trillionaire" economy of the United States in the 1970's is *not* simply picked up casually in the course of living to age 18 or 22, then a prima facie case exists for manpower education in the schools--to provide young people with the awareness, information, and skills needed to cope with the work environment (in which they spend one-third of their waking hours for 40-odd years of their lives).

Let me turn now to an identification of the kinds of information, awareness, and skills that are included in a program in manpower and economic education program that was originally developed under the title: "Manpower Development: Opportunities in American Economic Life" as part of a curriculum project co-sponsored by the U. S. Office of Education and officially labeled: "A Junior High School Course in Occupational Opportunities and Labor Market Processes."

The one-semester course was developed and initially field-tested in Ohio during 1966-68. The instructional group of students consisted of approximately 600 eighth graders, 100 ninth graders, and 50 tenth graders enrolled in the Zanesville, Lancaster, and Columbus, Ohio, schools.

Content of the 75-lesson course was organized around seven major themes, code letters of which form the acronym "EWDMOST".

(Note: Visual illustrations shown on overhead projector, with commentary based on notes. For complete statement of course content see Robert L. Darcy and Phillip E. Powell, MANPOWER EDUCATION IN A GROWING ECONOMY, Center for Economic Education, Ohio University, Athens, 1968, pp. 5-42. A shorter description appears in Robert L. Darcy, "Manpower in a Changing Economy," AMERICAN VOCATIONAL JOURNAL, Vol. 44, No. 3, March 1969, pp. 57-60.

I. The World of Economics (21 lessons, 28% of the course)*

II. Economic and Noneconomic Dimensions of Work (15 lessons, 20% of the course)

III. Rational Decisionmaking and Career Planning (11 lessons, 15% of the course)

IV. The Manpower Market (10 lessons, 13% of the course)

V. Occupational Opportunities in the U. S. Economy (13 lessons, 17% of the course)

VI. Manpower Skills and the Economic Value of Education (9 lessons, 12% of the course)

VII. Technology and Change (4 lessons, 5% of the course)

The classes were taught by the regular school staff: one teacher with multiple sections in each of eight buildings. Only one teacher was over 30 years of age, and the seven younger teachers averaged three years of experience. Except for summer workshops in economic education, none had taken courses in manpower economics, vocational education, or occupational education.

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*There is some double counting since certain lessons are considered to contribute equally to more than one basic theme.

Preliminary evaluation of the course was carried out to determine its effects on the understanding, attitudes, and behavior of the students who were enrolled. Instructional and control groups were established, matched by mental ability. A 40-item multiple choice instrument entitled "Manpower Economics Test of Understanding" was constructed, checked for reliability and validity, and administered pre and post to the treatment and control groups. The 600 eighth-grade students who took the one-semester course increased their mean score on the test by 40%, the control students increased their mean score by 6%, so the instructional group showed a net gain of a little over 33%.

To determine the effect of the instructional program on student attitudes toward world-of-work opportunities, institutions, policies, facts, and values, an agree-disagree instrument called "Survey of Manpower and Economic Attitudes" was prepared and administered pre and post to the instructional and control groups. Results showed that eighth graders enrolled in the course changed their opinions on 21 statements out of 62 included in the survey (34%) whereas students in the control group changed their responses on only 11 statements (18%). Subsequent analysis of the data indicated that students who took the course developed greater confidence in coping with the world of work while control students showed no significant change during the semester.

A third evaluation instrument was designed to elicit ratings and comments on the course itself. Three and one-half times as many students rated the course "outstanding" or "above average" as rated it "below average" or "poor." Overall, the eighth, ninth, and tenth graders judged the course to be exceptionally valuable in terms of their future decisions and actions. They regarded the course to be above average in interest and below average in difficulty. The students involved in the Ohio experiment covered the full range of ability, and there was no consensus among teachers, guidance counselors, and principals as to whether the course was most valuable for below-average, average, or above-average students. The program is not slanted towards any particular group, and we feel that it offers substantial educational benefits for both the disadvantaged youngster -- whose observation and knowledge of the world of work and the economic system may be quite limited and distorted -- and the so-called middle-class youth, whose perceptions of economic reality, including the dignity and value of work, also are known occasionally to reveal some distortion.

What has happened to the MANPOWER AND ECONOMIC EDUCATION program since the original pilot-testing in 1967-68 is the subject of Phillip Powell's presentation, and I will not go into that now, other than to observe that more than 50 school systems have adopted the text for use in a wide variety of ways, reflecting local interests and needs.* I am not aware of any large number of adoptions in the Western part of the nation, although I do know that Denver has made use of parts of the text in a 1969 updating of their 10th grade required Vocations course, and the Oregon State Board of Education is showing a great deal of interest in the program. This coming school year the program will be initiated in the Baltimore, Maryland, schools, and Little Rock, Arkansas, will be using MEE for the third year.

Now let me summarize by focussing once again on the question of rationale and potential benefits of this type of occupational orientation or manpower education course. We live and work in a socio-economic environment that is demanding, highly productive, personally threatening, and potentially dehumanizing. Our efficiency-oriented economic system is based on specialization, interdependence, technological change, growth, and private monetary gain. There are 80 million people in today's American labor force; and hardly a man, woman, or child in this nation of 200 million is untouched by the vicissitudes of employment and the work system. Virtually all males and almost as many females can expect to spend a substantial part of their adult lives in the labor force -- creatively producing our trillion-dollar GNP.

But what do America's youth learn about the changing world of work -- either from direct experience or from classroom instruction? My observation is: Most of them learn very little. What can we do to help young people develop a practicial, realistic, and personally meaningful perception of the work system? I believe we can help them to learn, just as help them to learn mathematics, geography, and home economics. Specifically, what contribution can the junior high schools make in helping prepare young men and women to bridge the gap from school to work? They can provide opportunities within the curriculum and outside, for exploration and learning about the facts, concepts, principles, and values associated with the world of work.

The plea for economic education in the schools is not new, though the manpower, world-of-work approach is somewhat novel. But if it is true, as author Robert Heilbroner asserts, that "the changing shape of the world of work is the economic challenge" facing the U. S. in the Seventies, then we need to respond to that challenge by instructing our young people in the principles, facts, values, opportunities, and demands associated with the socio-economic institution of working for pay in our modern, dynamic industrial society. Given the nature and severity of the crisis that confronts our nation, a crisis in values, we can't afford to be cynical about the widespread lack of public understanding of how our market-type economy operates. We need widespread economic literacy, and manpower understanding, to help solve the problems of "the neurotic trillionaire" -- the not-inaccurate label given to the U. S. economy by a British journalist. For Mr. Nixon's America is neurotic, not merely in terms of inflation, unemployment, high interest rates, vacillating fiscal and monetary policies, but also because of the blemishes and socio-psychological pathologies that accompany America's trillion-dollar affluence: the poverty, urban decay, youth unemployment, insecurity, environmental pollution, civil disorder, alienation, anomie, and nihilism. Clark Kerr, once upon a time a highly esteemed manpower economist, has commented: "To do something, you have to know something." There is much wisdom in this advice for American society in the Seventies.

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*A revised edition of the Manpower & Economic Education text is available from the Joint Council on Economic Education, 1212 Avenue of the Americas, New York 10036 for $3.50. The Teacher Manual to accompany Manpower & Economic Education is $1.50.

In conclusion, let me express the personal judgment that it is just as mistaken to turn American youth out into our modern industrial world without instructing them in some fundamentals of its values, institutions, procedures, opportunities, and challenges as it would have been for the fisherman of Gloucester 150 years ago to send their sons to sea with no knowledge of marine weather, the stars, fish, boats, bait, tackle, and ocean lore. Without an understanding of the marine environment, Gloucester youth would have perished. Without an understanding of the industrial environment in which they must work and live today, young men and women simply can't be expected to function effectively and meaningfully within that environment -- as workers and as human beings, with competence, self-confidence, self-esteem, a sense of identity and participation. On the contrary, lacking instruction and preparation, they become vulnerable to the personal and social tragedies of unemployment, insecurity, social incompetence, dependency, feelings of powerlessness, alienation, the signs of which we already observe around us. Education is no panacea, manpower education in no panacea, but greater understanding in so crucial an area as the world of work would seem to merit priority status in the changing curriculum of our nation's schools as we seek to prepare young people for the decade of the 70's and beyond.

IMPLEMENTING THE MANPOWER AND ECONOMIC EDUCATION PROGRAM*

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My colleague, Bob Darcy, has discussed with you the rationale for and content of our Manpower and Economic Education (MEE) program. You will recall that MEE is an occupational orientation type course for either the junior or senior high school. He has also described the results which we have obtained from evaluating our program. I would like to continue this discussion of MEE by sharing with you some of the experiences we have had in implementing MEE.

My description of some of the things which we have done, and what we have learned, in three years of work in implementation, may be of some assistance to you as you become involved in getting occupational orientation programs accepted and adopted by schools. The lessons we have learned may be useful in identifying some opportunities for implementation you may have overlooked or in avoiding some problems we have discovered. Perhaps you can employ some of the strategy and tactics which we have used in the implementation of MEE.

Implementing new curriculum programs involves doing whatever has to be done to get the schools to accept and adopt your program and present it as it is designed to be used. This three-fold task of getting acceptance, adoption, and correct utilization may not sound like too much of a job--especially when compared to designing, writing, and producing a new program. However, our experience has been that implementation is much more difficult than the original creative efforts which produce a new program.

When you develop a new program, you often have good control over the environment in which you work. You identify a need which the current curriculum is not fulfilling, do some research to find out what needs to be done, and develop or obtain some materials which will help meet the need. This part of curriculum research and development can be handled by a small number of competent people. You organize yourselves as a team and set about to do your work. And with time and some effort, you are able to come up with a new curriculum offering or at least a different package. Bob and I describe curriculum research and development as one-tenth inspiration and nine-tenths perspiration.

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*Paper delivered August 6, 1970, at Seattle, Washington, for Institute VIII, IMPROVING OCCUPATIONAL ORIENTATION PROGRAMS FOR JUNIOR HIGH SCHOOL STUDENTS IN METROPOLITAN AREAS.

As soon as you are ready to start field-testing your original materials, you become involved in implementation and its problems. You have to find schools which are willing to try out a new program. Field-testing involves a commitment of time, manpower, facilities, and perhaps even some unusual or additional expenditures on the part of the schools. Schools must want to lead rather than follow if they are going to give your program a trial run. Too many school systems are quite willing to follow rather than lead in curriculum reform. In the educational world, most schools do not immediately beat a path to the door of the developer of a new and/or better educational program.

Implementation involves working with people, groups, and institutions outside of your own organization. You no longer have as good of control over what happens to your program as you did in the earlier developmental phases. The success you have now is more in the hands of other people. They will largely determine whether your program will be fully implemented. Working with a great number of other people can be frustrating, baffling, time consuming, and inefficient--but it is necessary to bring about curriculum change. The success you have in implementing your program will greatly depend upon how well you communicate, cooperate, and coordinate with other people.

The strategy we have used in implementing MEE has involved doing everything we can to promote programs which help young people prepare for effective participation in the manpower market. Bob has spoken in some detail about how important we think it is for students to be given an opportunity to learn about the world of work and to gain the skills and develop the attitudes and values which will bring them personal satisfaction both as a worker and as an individual.

Bob and I have spoken and written about our concern for several different groups. We have worked with universities; public organizations such as state departments of education and state employment services; and private groups such as labor unions, Chambers of Commerce, and economic education councils in encouraging and initiating human resource development programs. We also have disseminated information and materials which promote an interest in vocational education.

More specifically, we try to encourage schools to develop vocational or occupational orientation programs. These elementary and secondary school offerings can be very useful in providing students with the general information and skills which are useful in the world of work. They can also help students for attitudes and values and begin to identify their own roles in the manpower market.

An example of this type of activity is my recent proposal to a group of Southern educators to establish a study group to examine what is being done and what we need to do in vocational orientation programs. This proposal has been accepted by the Southern States Work Conference, and I have been named chairman of the study group. By promoting vocational and occupational education and manpower training programs, we are indirectly building up support for a MEE type program.

We, who call ourselves economic educators, can provide some of the inputs it takes to build an integrated and coordinated program which will effectively prepare young people for the labor market. It is true that some of the old timers and traditional thinkers in vocational education look upon us as "upstarts" who have only recently entered the arena of concern for employability education. However, we have tried to work with individuals, groups, and organizations which have a wide-range of interests and skills. Let's forget about labels such as vocational educator, industrial arts teacher, guidance counselor, economic educator, principal, and all the images they imply, and talk instead of the job to be done--the adequate preparation of every American boy and girl for the world of work. This is the advice I have been offering my colleagues in Arkansas, and I believe that we have begun to act as if we think that it might work.

It is time to forget the labels and to get on with the task ahead. All of us have a contribution to make in providing the right mix of educational experiences which will help students toward vocational self-realization. Surely, we can accomplish more by working together than by each of us going our separate way and piping our own tune. And think how much easier it will be to get our message across to the educational decision makers in the schools if we are united in what we are trying to accomplish and speak with one voice.

A good example of what I am talking about is represented by two of us here in this room. Oswald Weise, who is Director of Vocational Orientation for the Arkansas State Department of Education, and I have been trying to establish the kind of working relationship I have described. We have shared ideas and materials and have worked in each others' programs. And more importantly, we have jointly tried to encourage schools to adopt or improve their vocational orientation programs.

So far the strategy that I have outlined has stressed promotion of various types of programs, the need to work with all interested parties, and the benefits of pulling together. Remember the three key words--communicate, cooperate, and coordinate. These activities, as important as they are, will not provide a winning strategy of curriculum implementation. The strategy outlined so far may bring your program to the attention of the school decision makers and help you with friends and influence people. But you still haven't gotten your program into the curriculum nor have you demonstrated that it works.

What your strategy must include is a delivery system that provides results similar to those you have indicated in your promotional activities. You must provide the schools with a complete package of materials and services to insure full implementation of your program. Curriculum innovators themselves should be prepared to provide many of the resources needed to get the job done. Part of this task may be fulfilled by asking individuals and groups outside of your organization for assistance. These could be people with whom you have been working on other programs. Schools often don't have either the types or amounts of materials and services which are needed to fully implement a program.

Bob and I have tried, right from the beginning of our MEE implementation efforts, to give the schools using our program all the support we could. Our package of materials and services has included: text; teacher manual; promotional and supplemental handouts, brochures, and pamphlets; evaluation instruments and assistance; classroom and school visitation and conferences; supplemental TV series; and school personnel and community orientation and training.

We have developed our own student and teacher materials especially prepared to help the student toward the goal of understanding his role as a worker and income-earner. The text was designed with the characteristics of our student audience in mind. Daily lessons with an identical format of abstract, body, and summary offer brief, easily digestible, bits of information and ideas for the students. The teachers' guide provides practical information such as answers to questions in student materials, extra discussion questions, bibliography for further study, and overviews which place the individual lessons in a larger thematic context.

We have also written and distributed materials which explain MEE, such as the green brochure you received this morning and our monograph, Manpower Education in a Growing Economy. Supplemental student and teacher materials which we have produced or secured from various organizations and groups have been disseminated through my Center. These materials include such things as bibliographies, audio-visual lists, pamphlets on topics discussed in the student materials, and brochures and booklets on the current economic situation or economic problems facing the nation, state, and local community.

As Bob mentioned in his remarks, we have developed an evaluation package for the schools which are using MEE. There are instruments for measuring changes in students' understanding and attitudes. We also have prepared questionnaires for evaluating the reactions of students, teachers, and administrators to the MEE program. We have not only encouraged schools to evaluate, but we have worked with them in doing the evaluation and interpreting the results. Recently, I have worked with the Ft. Smith, Magnolia, and Little Rock school systems in evaluating MEE.

The evaluation we have done has also involved visiting the schools and classrooms where MEE is being used. You learn a great deal about the strength and weaknesses of a program by seeing it taught. What you observe in the classroom, and what is reported to you in written evaluations of the program, can be helpful in planning revisions of materials and techniques.

Classroom visitations and group meetings with people involved in implementing a program in a school system also are valuable for communicating information to participants, getting feedback on a program from teachers and administrators, recommending changes in what is being done, giving recognition for work which has been well done, improving morale among your associates, and finding out more about the conditions in the schools and in the community in which the program is being implemented.

I also developed a 78 program (now cut to 46 programs) Manpower and Economic Education television series to supplement the classroom teachers' activities. The original series included a show for every one of the 75 daily lessons in the student materials plus an introductory and two review shows. The individual 20-minute TV shows complement the daily lessons by dealing with the same subject matter, but in a somewhat different fashion and through another media. These programs are useful to the teachers, because they bring expert guest speakers, and through on-the-job shows, the actual world of work into the classrooms.

One of the most valuable services that you can provide to the schools which are implementing a program is to orient and train their personnel who will be involved in it. You must provide the teachers with specific training related to the program. This training should deal with content, materials, and teaching techniques. If at all possible, you want to get the administrators and counselors who will be dealing with the program thoroughly familiar with what you are trying to accomplish and how your goals can be reached. You should also try to orient the community in which you are working, through speeches; visitations; and press, radio, and TV news releases.

Bob and I have used short inservice meetings, multi-week summer workshops, and a one-week summer workshop in Ohio and Arkansas to train instructors to teach MEE. We have also individually and collectively put on orientation type programs in various communities and at several collegiate institutes or workshops. All of these activities have been worthwhile. However, the summer workshops have produced the greatest tangible results and the biggest improvement in what is going on in the MEE classroom.

An example of the payoff which is possible with a complete and well-functioning delivery system occurred this last school year in my work with the Ft. Smith Public Schools. In either the fall or spring semesters, Ft. Smith had all of their 8th grade students (approximately 1,000) enrolled in MEE. After only one year, Ft. Smith is on its way to having one of the finest MEE programs win the nation. This outstanding record has been achieved because of the leadership of the superintendent, principals, and especially Calvin Patterson, their director of secondary education.

Implementation in Ft. Smith actually began during the 1968-69 school year which was spent in selling the program to those who would be participating in it. During the past school year, I have visited and have worked with Ft. Smith personnel on six occasions. All but one of these trips were for two or more days. Five of these trips involved classroom visitations and group conferences with all the participants involved. I have visited each of the teacher's classrooms at least once, and the Center has sent materials to the teachers during the school year. Evaluation of the program this year consisted of pre- and post-testing all second semester students with our Test of Understanding and Survey of Attitudes.

We are currently making last minute arrangements for a week-long MEE workshop which is to be held in Ft. Smith later this month. All the teachers, principals, counselors, and supervisory personnel who are involved in the program will be present. Leading members of the community will be visiting with us and/or serving as our luncheon speakers. The workshop will be a seminar in which all of us will be discussing the content of MEE and the teaching materials and methods which can be used with it.

The type of well-planned and carefully executed implementation which we have had in Ft. Smith gets a program started and running well. The delivery system of materials and services which my Center has provided Ft. Smith is one of the key ingredients in the success we have had there with MEE.

Let's now turn to some of the lessons which we have learned in the past three years while implementing the MEE program. These lessons indicate some of the specific strategy and tactics which we have used. The lessons are primarily based upon the experiences that Bob and I have had in working with MEE in Ohio, Arkansas, and Colorado schools. However, we have also worked with individuals, groups, and organizations in many other states and even in a few foreign nations.

These lessons are based upon our joint experiences. However, they do reflect more of my thinking, since I have devoted a greater amount of time to implementation than Bob has. The lessons may not be universally applicable, but they are based upon a great deal of experience in a relatively large number of different situations. Perhaps they can be the basis for an interesting question and answer and discussion session after this presentation.

I have prepared a five-page handout (enclosed) which summarizes the lessons. You will note that the lessons in the handout are divided into six groups according to whom or to what the lesson refers. The groups are the innovators, teachers, school administrators, materials, students, and community and public. These are the chief ingredients which are involved in curriculum implementation. The handout will be passed out at the end of my speech. What I am going to do is cite some of the more significant lessons and tell you about the experiences upon which they are based.

LESSONS ARE REAL AND ADDITIONAL COMMUNITY BASED. EXPERIENCES ARE RELATED TO THE AUDIENCE.

I now would like to share with you a sample from the MEE curriculum package. This 20-minute TV program which we are going to see is from our Manpower and Economic Education television series. The show is entitled, "Work That People Do," and deals with the wide variety of jobs that there are in the economy. The program shows the variety of job opportunities there are in one organization (a medical center) for people with different interests, educational backgrounds, and skills. I will provide you with a copy of the teacher's guide for this program.

DISTRIBUTE TV TEACHER'S GUIDE.

SHOW TV LESSON #8, WORK THAT PEOPLE DO.

What I have tried to do in the last hour and a half is to provide you with some insights into the opportunities and problems of curriculum change. The strategy and tactics which we used in implementing our Manpower and Economic Education program have been examined. The lessons of curriculum implementation which I discussed are based upon the experiences which Bob Darcy and I have had in introducing our own occupational orientation program into the schools. We also viewed a TV program from our MEE television series which has been one of our major implementation activities.

I hope that I have provided you with enough information and ideas to be of assistance in your work. The discussion session which follows will give us a chance to clarify and expand on these and related ideas and to exchange views. I look forward to your reactions and suggestions and the opportunity it offers us to learn together.

And don't forget that since my Center is the national headquarters for world-of-work economic education programs, I am willing to assist you in developing and implementing occupational orientation programs.

PASS OUT LESSONS FROM IMPLEMENTATION HANDOUT.

SUMMARY OF LESSONS LEARNED FROM IMPLEMENTING THE MEE PROGRAM*

Which Can Be Applied To Other Occupational Orientation Programs

Innovators

1. Set some specific goals for your program and evaluate to see whether you are achieving them. You don't know what kind of program you have if you don't evaluate it.

2. Allow plenty of lead time in implementing your program in a school or school system. It is better to put off implementation for a semester or year rather than rushing in ill-prepared and not fulfilling the potential of the program.

3. It is better for the future of your program to have it working well in a few places rather than so-so in many places. Schools are more likely to get on a well-running bandwagon rather than one that rattles along.

4. Try to get at least a complete semester of school time allocated to your program. Teaching your program as a unit(s), especially in courses where fitting it into the scope and sequence of the regular offerings is difficult, will not maximize its potential contribution to the curriculum. If the program is worth doing, it's worth a semester's time.

5. Don't assume that people who should know certain things about your program, do in fact know. What they don't know can hurt the program. You should see that their ignorance is replaced by understanding.

6. Find out who understands and approves of your program and use them to promote it.

7. Get people, other than those with your own background and training, involved in your program. They can be very helpful in implementation, because they have different personal contacts and skills which you can use.

8. Make sure that adequate help is available for follow-up and follow-through once you get a school or school system interested in your program.

9. Maintain continuity in personnel and policy in implementing your program. Conflicting advice and recommendations will confuse teachers and administrators.

10. Know the curriculums of the schools so that you can coordinate your program with the other course offerings.

11. Read the current teaching guides in the schools to see how your program can fit into the curriculum.

12. Implementing new curriculum programs is hard work in which immediate and tangible results are often difficult to observe. Make sure that your associates in implementation are the type who are not easily frustrated and can work in a situation where the results of their labor are not always known.

13. Give your program academic respectability by tying it into one or more of the academic disciplines or fields.

14. Check to see if there is any money available from other than regular sources to help finance your program. Additional funds can help you buy supplies and services which are needed, but which are not provided for in the regular budget.

15. When the curriculum contains an integrated and coordinated program in the elementary and secondary schools of preparation for the world of work, you can accomplish a great deal more with your occupational orientation program.

*The Manpower and Economic Education program is an occupational orientation course for either the junior or senior high school developed by Robert L. Darcy and Phillip E. Powell.

Teachers

1. If you can't do everything that needs to be done to implement your program, concentrate on working with the teachers, because they will make or break the program.

2. The attitude of the teachers toward your program will probably be the greatest determiner of its success or failure.

3. Help your instructors feel that the program is theirs--not yours. They will do a better job teaching their program rather than yours.

4. The first time your program is taught in a school or school system is crucial for the future of what you are trying to accomplish. Put a great deal of effort into working with the instructors who are teaching it for the first time.

5. Recruit appropriate teachers for your program to begin with rather than relying on retreads who have taught in other courses or programs.

6. Have instructors assigned to teach your program full-time. Instructors who are teaching the program part-time can't give it the attention it deserves.

7. Traditional college courses usually don't help much in preparing instructors to teach new curriculum programs.

8. Develop your own training course for the instructors of your new program. Use your own student and teacher materials as the basic reading for the course.

9. Inservice training of teachers for your program after regular school hours is better than no special training at all. However, it is not as effective training as a summer institute or workshop.

10. Your instructors will need help with their teaching methods as well as with content of the program.

11. Motivate the instructors to use innovative instructional methods such as group guidance, role playing, and simulation.

12. If you want to demonstrate to an instructor how your program can be taught, volunteer to teach one or more of his classes.

13. Prepare student materials which are in complete form for the instructors, instead of giving them just a guide to teach your program. They will feel more secure, especially in the first year of the program, with the finished materials, and will be more successful in the classroom.

14. Keep in touch with your teachers by periodic mailings of supplemental materials. These mailings not only improve the teaching that is done, but are also good for the teachers' morale. They demonstrate that you are interested in them and their students.

15. Provide released-time and other incentives for the instructors of your program. These incentives are especially valuable when the program is first introduced in a school.

16. Assist teachers and administrators in evaluating your program to see whether they have achieved their instructional goals.

17. Don't rely on written reports from teachers and administrators to judge your program. Visit teachers in their classes, and evaluate what you observe.

18. Teachers and counselors can make a good instructional team for an occupational orientation program.

19. Traditionally trained social studies teachers do not usually make exceptional occupational orientation instructors.

20. Encourage your occupational orientation teachers to work at various types of jobs during the summer. See if you can organize an internship or work experience program for your teachers.

21. Often the best teacher of a world-of-work program is one who has also been employed at something else other than teaching.

School Administrators

1. Active support for your program from school administrators is extremely helpful in implementing it. This is especially true in the early stages of the program.

2. Stimulate administrators and teachers to innovate with your program to meet unfilled student needs. Help them to see that it is better to innovate and be a leader than to be forced to change by community pressure or legislation.

3. Avoid selling your program on the basis of adding something else to the curriculum. Many school administrators think the curriculum is already over-crowded. Talk instead of setting priorities and meeting student needs and how the program is a means rather than an end.

4. Get the administrators and teachers to accept the goals of your program and then show them the materials which you have for helping students reach their goals. You are selling a program not a textbook.

5. Be flexible in how you get your program in the curriculum, and you can increase the possibility of its being implemented. A new program almost always creates scheduling difficulties.

6. Don't count on administrators and teachers to keep you informed about what is going on with your program. You will often have to take the initiative yourself to find out what is happening in the classroom.

7. Try to get school administrators involved in your training programs for teachers, so that they will know more about the program.

8. The physical arrangement of the classroom will affect your program. Student discussion or group guidance are difficult where students are sitting at desks which all face the front of the classroom and are bolted to the floor.

Materials

1. Prepare materials which simply and briefly explain your program. These will be valuable for promotional and public information activities.

2. See to it that administrators, counselors, and teachers closely examine the materials for your program. They often misunderstand the program because they do not know what it is trying to accomplish and how the materials can help the student reach the program's goals.

3. Demonstrate, in your training program, how student materials can be taught. Don't assume that the instructors will know how to most effectively teach the materials.

4. Be sure that the teachers' materials contain specific and detailed background reading suggestions for the instructors.

5. Make sure there is enough money in the budget for instructors to obtain the reference and supplemental materials they need to teach your program.

6. A great deal of free supplemental materials are available for teachers and/or students from local, state, and national organizations and groups.

7. Carefully evaluate any supplemental materials you provide for the teachers or students. Don't use the materials just because they are available.

8. Provide the teachers, or have the teachers develop, supplemental materials which will localize textbook content.

9. Keep up your ties with the people who support your program and/or who teach it through mailings of supplemental, promotional, and other types of materials.

10. Many of the teachers will be tied to the printed page. Identify audio-visual materials which can be used with your program, and develop new materials when there is none available, or what is available, is not appropriate.

11. The teachers will often not know how to maximize the use of audio-visual materials and equipment. They will turn on a TV program and sit in the back of the class with the students and do and say nothing. You will have to assist them in learning how to make wise use of audio-visual materials and equipment.

Students

1. Your program should help to bring about some changes in students' understanding, attitudes, values, and behavior.

2. Recognize the special characteristics of the students for whom your program is designed. Prepare your materials and teachers for the right audience.

3. What the teachers like or dislike about your program will be reflected in the students' attitude toward their learning.

4. There is something for students of all levels of ability and motivation in occupational orientation programs.

Community and Public

1. Discuss your program in the community, and have your associates do likewise. Keep the public and professional groups informed about what you are doing and why you are doing it.

2. Involve community leaders and other appropriate individuals and groups in participating in your program.

3. Find out who is opposed or neutral toward your program and why, and either win them over to your side or ignore them.

4. Work for those who work with you. Help individuals and groups who are assisting you in your program.

5. Encourage teachers to use community people in the classroom when their experience, background, or training will provide additional insights for the students.

6. Give public recognition and awards to the teachers and administrators who are involved in your program.

7. Invite people to visit the classrooms where your program is well-taught. The desire to emulate a program often begins with seeing it in action.

8. Occupational orientation programs have some built-in advantages for getting parents interested in what is going on in the classroom.

9. Coordinate your occupational orientation program in the schools with other programs in the community. Human resource development takes place outside the school as well as in the classroom.

PEP 8/70

PRESENTATION AND EVALUATION

Dr. Ben A. Yormark, Director
Vocational Education, Highline Public Schools, Seattle

I think I would be very presumptuous in trying to bring about a summary of the events that have occurred during the last five days. Actually, each of you sitting here has your own filtering system as to how you accepted the ideas and the presentations that have been made to you during the last several days and that filtering system is certainly based on your own experiences. I know that at coffee time, in talking to several of you, you thought that the strength of this workshop was that a real, sincere attempt was made to bring together a heterogeneous group so that you could exchange ideas, and as far as I'm concerned, we certainly have been successful in doing this.

I am sure that some of you will be leaving today with possibly two pages of notes, a lot of doodles on them--I'm sure that a number of you will be leaving with about 30 pages of notes. Again, in looking over some of your shoulders, looking at your note pages, I've noticed a little star or an arrow towards a particular item. I have a feeling that you will go back, dictate your notes of the conference, and these starred ideas will be adapted within the framework that fits your area, that fits to your experiences, and I think you have every right to consider it as an innovative program. You will have taken a seed from this seminar--as you all know, the word "seminar" does come from the Greek "to seed; to seed an idea"--and I know that this is what has occurred during the time that you've been here.

In looking toward a critique or an evaluation of the institute, you know we all kind of play the Monday morning quarterback, and I have a feeling that every single one of you, at some time during this week, has had some thoughts running through your mind--you know--"If I were running this conference, this I would have done. Well, you know, Art performed the courtesies as far as I personally am concerned, in calling me--oh, several months ago--with his preliminary program--in fact, as I recall, he sent me a copy of it, and as I further recall, I did make some notations--I don't recall now whether we talked over the telephone, or if I actually sent him something. I guess he must have taken some of my thoughts into consideration, because Sunday night when I looked at the program, it sure looked good! So he must have! You know, though, today, I would still like to play the Monday morning quarterback and if we could roll back the program, I think that because of the experience of the last five days--I don't know how you feel about it, but I think I would have liked to do some things a little differently. To begin with, I think I'm the only speaker who has been with you during the entire conference. I think that these very good men that we have had with us are missing something--there is something of themselves that I would think that they could not give to you because of the fact that they were here for such a short period of time.

I wonder, in trying to develop a future conference, if there isn't the possibility of inviting fewer experts, but asking them to stay during the entire conference. I am sure that Clary, in the very fine presentation that he gave us on The Five Roadblocks--(I'm sure he must have done an awful lot of pacing and thinking and rewriting in bringing up that very succinct list)--I'm sure that many of us in this room could have gained much if we could have spent a little more time with Clary. I'm sure there were other points he considered as far as road blocks are concerned, and it would be valuable to us to understand his priority systems. He might also have gained from this group some ideas that possibly he didn't consider. I think that the interchange of ideas is extremely important. I think that is one of the most significant things that came out from this conference; I think we all knew this before we came, and yet I guess this kind of format is expected by the United States Office. But you know, we just don't have the kind of device yet to use the true potential of a group like this. I think that we can see this if we put what has occurred in the "show and tell" portion of our program. There are so many people here who have had experiences that they would like to bounce off of others with similar interests. Too bad we could not eke out just a few more of these contributions. Wouldn't it be wonderful if we could find a method whereby we could utilize the full potential and interest of a group such as this? Possibly it could be an objective and direction for a future institute. We have just scratched the surface of the potential that is here.

In going over my notes of the speakers, I think we have done pretty well in looking at yesterday and looking at today. I think that in our presentations this morning, we had the first indications of what we might like to do in our tomorrows. I would hope that it would have been a possibility to take a little more time for the tomorrows, because I think this is really one of the problem areas that we have to deal with in educational planning. There is this whole problem of forecasting, of trying to get some sort of impression as to what tomorrow is all about. Those like you who have planning responsibilities--this is where our real contribution should be. You know how forecasting is typically done. We are talking about tomorrow's sales and manpower forecasting. On this invisible blackboard that I have in front of me, we have the perpendicular lines--the vertical being events, the horizontal being time. If we would disperse events on this chart, typically, in forecasting, a trend line is drawing to reflect the movement of these events up to the present and typically a dotted line is used as a direct extension of the trend. If the environment is such that we feel optimistic, the dotted trend line will reflect about a 15-degree increase above the trend--if the environment is pessimistic, we will more than likely extend the dotted line at about 15 degrees decrease. Look at the terrible assumption that we make: that apparently looking to tomorrow is based on the yesterdays and the todays. I think that looking to tomorrow by only looking at today is a poor premise upon with to base our planning. How many have read Peter Drucker's book, out the last year or two, called Age of Discontinuity? It is not the easiest thing to read. If you are looking for a landmark piece of literature, though, I would suggest you take a look at it. What Drucker is suggesting is that looking to tomorrow with the technology moving the way that it has been, with society moving the way that it has been, we just can't look toward a continuation of the trend line as really being an indice of something. He contends we have to look toward a discontinuity--that there won't be a line, solid or dotted, but there might be something completely different that would take off on the third axis or fourth axis or fifth axis, if such a think is possible: that it might be a mushroom rather than a line. Now, I am sure that your parents and their parents have probably made a similar remark--tomorrow to them was an ambiguity. I am sure it was true at that time, but I think that the rapidity and mass of change that we are involved with could very well enable us to say at the present time that change appears to be snowballing at such a rate that we have to stretch our thinking into looking toward an ambiguity that goes beyond a trend line in order to get some sort of a feel as to what is ahead of us. You all are educational leaders and you should go out of your way to develop a tolerance for ambiguity.

There have been a number of things that have been covered this past week. One can be the problem area that I will identify as our value system. If we had a sociologist on our panel, we could spend some time with the theories on occupations. We could look at white collar workers and blue collar workers as being on a different level than other types of workers. This appears to be ingrown into our culture. I think if we look to the possibility of discontinuity, here is a place where a change really might really occur. Somebody brought up in our discussions this morning the value system regarding cigarette smoking. Think back ten years as to the change our culture has made in viewing cigarette smoking. What did it take to bring this about? It took the use of mass media. It took all that Madison Avenue had to offer to counter the Madison Avenue of the tobacco industry. It took action and counter-action to bring this value system change about.

I notice in a number of the booklets that were passed around today, publications of the ASCD (Association for Supervision and Curriculum Development). I have been very fortunate this past year in that I am, and will be, involved for the next two years serving on a national commission dealing with occupational preparation. Remember that this is an academic organization, not a vocational organization. We are not looking toward putting out a booklet; we are looking to a program of meeting with the Cronkites and Brinkleys and actually trying to institute mass media as one approach of trying to change a value system problem. This certainly can be looked upon as trying to change the future and not being dependent upon a trend line as to what we have today.

Let's look again at this trend line. We see the schools as playing a rather major force in this thing called occupational orientation. Put yourself in the frame of mind that the schools will not be that force. I think we have enough indices where the private sector or other organizations are actually coming into this area and might take the ball completely away from us. Maybe this is good, maybe this is bad. We seem so smug in thinking the problem is there and when we get to it, we will solve it. There might be something in the very near future that might take that prerogative away from us. There might be some difference of feeling in this group in looking to competition as a plus or minus.

We seem to stereotype so many ideas, for example, during the meetings this week, the use of the term "unions". Several used a negative stereotype of that term. I do not know how many of you follow the "Wall Street Journal", but during the last few months there have been several articles in regard to the United Auto Workers in preparation for their discussions with General Motors. I am intrigued with the fact that a number of the old-time union leaders have become very concerned because there is a growing percentage of workers who don't fit the stereotype. They are not interested in following the establishment, if you please, and some youth, some fresh thinking, is evolving and developing. They have got time on their side and there might be a decade from now a stereotype of unions entirely different from what you perceive today. What implications will this have as far as what we do and don't do and how we perceive occupational preparation? I gave that as a single example; certainly many others could be brought forth.

I don't know how many fans of Marshall McCluhan we have in the group. I think we really have to put on filter as far as going through some of the material published by this very prolific man. One of his ideas that has impressed me--again in this very difficult area of forecasting--he contends that we look to the art form--we see in the inhibited artist that which serves as a forecast of things to come. I don't know how original this idea is, but let us just consider the "hippy" movement, for lack of anything better to call it. What is the hippy movement going to do as far as the value system is concerned, in the way they look at the concept of work? We have all been brought up under a protestant ethic toward work as being good, and I think there seems to be, in many different respects, a new culture evolving that might change this concept. I do not know if it will grow. If it does, this has, I think, some rather interesting implications: it is a culture of non-work. What is our Federal government doing as far as some of the legislation which is encouraging this? Is this good or is this bad? What implications will this have for your educational planning--occupational preparation? I think this is the question you should ask.

What skill segmentation will we have in the next ten or fifteen years? In going through my files last night, I noted that the Seattle Bar Association is giving some consideration toward the development of two-year programs for law technicians. We know what has happened to the nursing field in the last twenty years as far as skill segmentation is concerned-- a number of new job titles. Life Magazine, about a month ago, described a doctor's assistant, a segmentation of the medical field work. In how many other fields have we seen this sort of thing occur? Maybe one of the answers to the rapidly moving technology is not to have our students invest so much of their time in preparation. My dad was a watchmaker; he spent a seven-year apprenticeship in the old country. This is something of the past. Maybe it would be better to develop a work force which does not have that deep a commitment to an area.

I would like to mention the final problem here in regard to looking toward the future. This is the problem of dealing with change. I think we all, being in the particular business that we are, would contend that we are change agents, that we understand, and yet, if you really look inwardly within yourself, you will find you are what you are and get the present good salary that you are getting because of the experience base that you have developed, and a rapid change is going to threaten that experience base. It is going to threaten the person you see as yourself. I think our young, I think all of the work force has faced similar problems. What does this do, or what implciations does this have in our developing K through 12 material as to what the "world of work" is all about?

I would like to close, if I can, with a quote from a card that I have used a number of times in presentations. It is something said by Mr. W. Willard Wirtz, Secretary of Labor several years back:

> "A job used to be, almost universally, something a man expected to do the rest of his life, Often he inherited it from his father, and his family name frequently came from the craft. Or his lifetime work was dictated for him by the accident of his birth near a particular field or mine or seacoast or forest or factory or mill. Yet suddenly a man's work has become directly geared to the developments of a science he neither controls nor understands, and therefore fears.

APPENDIX E

COMMITTEE REPORTS

OCCUPATIONAL ORIENTATION PROGRAM

GROUP I

August 3, 1970

IDENTIFYING PROBLEMS OR ROAD BLOCKS TO CAREER ORIENTATION AND VOCATIONAL EDUCATION

Group agreed to accept as a starting point for discussion the problems in Occupational Orientation as enumicated by Dr. Clary.

I. ATTITUDE: Teacher and administrators need to accept need for Occupational Orientation. Without their involvement it will not be meaningful. There is a need to change attitudes before "method and techniques" are developed.

Community is going to have to be sold first before implementation of a program. Parents feel that teachers and counselors will lock students into specific vocations (which was first the fault of the administration).

Since we as educators orientated the public that "everyone has to have a college education" in the first place, we can by the same token reverse this attitude.

Parents involvement: Advisory council, this group will hear all kinds of problems, will disseminate information more effectively than administration can.

Professional vocational educator has to have attitude revised. Title of "Careers" can include all vocations and be more successful. Vocational educators have to be flexible.

Attitude of business community is important factor in developing orientation program.

SHOULD OCCUPATIONAL ORIENTATION BE COMPULSORY?

Discussion - It should be worked into all areas of curricula. Specific career classes can also be held but do not be so narrow in our thinking by limiting it to a specialized course.

Rebuttal: - Not every teacher could handle this well, however.

Group - Agrees that every student should be provided with opportunity to have career orientation whether it be through a specialized course or not.

II. PERSONNEL: One problem with personnel is lack of merit system. Until teachers are well-informed in this area, they will not feel comfortable in teaching in this area. It is difficult for changes to be made in curriculum development in teacher training program. Teacher educators should be informed of the thinking of this Institute to take back to their institutions of higher learning.

Teachers can improve by coordinating their curriculum as it is related to other fields.

Successful orientation program will depend on the "teachers." All (elementary, secondary, vocational and counselor) teacher should be capable of vocational orientation.

Paid in-service training for teacher is necessary and more effective way to get into a career orientation program.

III. MONEY: Resourse people from community can be used. Pupil/counselor ratio should be reduced. We should take a look at teacher "use of time." Need more true research in discovering ways to do a better job.

Money is not entire answer in this area. Substantial financial support should be given to in-service training.

IV. TIME: Scheduling is a big problem.

Good results have come about by teachers who are willing to do extra work and by giving more time than is required. This burden should not be carried by a few.

The teachers could use "time" to teach students skills as well as teaching them to be capable of going out into life and/or on to college.

We are tied to tradition, hourly restriction, etc. by State Board requirements.

Middle school is advantageous.

V. PROGRAM: Ways orientation has been conducted as not been getting the job done. Communities do not know what each other is doing. Need for better communication. Research results could be made known.

VI. COMMUNICATION: Do we communicate as well as other areas of education?

Do we write as well?

People who write about their programs will "Love the money."

OCCUPATIONAL ORIENTATION PROGRAMS

IMPLEMENTIVE CURRICULA PROGRAMS IN CAREER DEVELOPMENT

August 4, 1970

I. INTRODUCTORY ACTION

A. Selection of key personnel to put in workshop (counselors, teachers, administrators, Directors of Schools, coordinators, etc.).

1. Contact leaders of industry and labor leaders.
2. Select advisory committee from community, people including parents.
3. Educational leaders and consultants.
4. Employment Security Commission.
5. Include students.

B. Meeting held for Orientation on Career Development with school personnel.

1. Statement that past education has not been effective.
2. Planning sessions to determine aims and objectives and needs.

C. Meeting with industrial leaders for recommendations.

1. Industrial leaders reinforced need for better trained personnel.
2. Attitudes
3. Standards
4. Communicative skills
5. Employer-employee relationships

D. Field trips by education people to industry.

II. DEVELOP CURRICULUM TO WEAVE CAREER ORIENTED MATERIAL INTO ALL AREAS OF EDUCATIONAL EXPERIENCE 1 - 12.

III. WORKSHOPS TO TRAIN ALL PERSONNEL TO BE INVOLVED. (IN-SERVICE)

IV. ACTUAL IMPLEMENTATION BY SCHOOL PERSONNEL

V. EVALUATION AND FOLLOW-UP

OCCUPATIONAL ORIENTATION PROGRAMS

August 6, 1970 - Group I

SUMMARY

IDEAS THAT WERE AGREED UPON IN OUR GROUP:

I. Tap community resource person who are willing to help and get involved in developing programs in career development.

II. Assign person in industry and community to head advisory council committees who will help develop vocational educational planning.

III. Invite counselors outside the field of education - who will bring industry concepts to vocational programs.

IV. Take teams from different schools for career training. These teams will develop plans for their own schools. These team members will become leaders in their own schools. The state (or university) will provide consultants who would provide help for on-going programs.

V. Free a counselor or qualified motivated person to Career Orientation programs, in the systems.

VI. Counselor training, pre of post, should include work experiences in industry. Teachers should be encouraged to work in industry, too.

OCCUPATIONAL ORIENTATION PROGRAM

GROUP II

August 3, 1970

PROBLEMS AND ROAD BLOCKS IN IMPLEMENTING THIS OCCUPATIONAL ORIENTATION PROGRAM.

I. ROADBLOCKS

A. Expression or impression of disinterest by pupils.
B. Lack of orientation at elementary level.
C. Teachers lack of ability to deal with individual differences.
D. Teachers lack of background in other than "teaching."
E. Lack of teaching techniques in terms of learning skills.
F. Lack of involvement of learner and community in determining what should be taught.
G. Many teachers do not understand how people learn.
H. General ignorance of the objectives of vocational education K-12.
I. Teachers are not adequately preparing themselves to function effectively.
J. Teachers are not provided the incentive to improve themselves appropriately.
K. Inadequate pre-service training.
L. Youngsters generally do not understand themselves.
M. "Lock step" education process hinders career development and the education of the whole individual.
N. Lack of clear concept of what career development is.
O. Present career orientation is offered in too superficial a manner.
P. Lack of teacher involvement in preparation of material.
Q. Lack of confidence in involving teacher in development of material.

II. PROGRAM PLAN ROADBLOCKS

A. Lack of framework for career development in curriculum.
B. Lack of high rating in priority of total education.
C. Priorities shift with funding of programs.
D. Programs too often are built on "soft" federal monies.
E. Priorities and time allocations do not balance out.
F. Programs planning is done on the basis of Carnegie Unit instead of the needs of the individual and the labor market.
G. There are presently too many alternatives to legitimant career work that our society accepts.
H. We are not using the resources of the community in our career orientation programs.
I. Administrators are reluctant to involve the community in program planning.
J. Advisory committees are too often used as a formality rather than as a real functioning organ of planning and evaluation.
K. Small pressure groups too often carry excessive influence in the planning and implementation of programs.
L. Lack of knowledge of how much solid or committed funds are available hinders long range program planning and development.

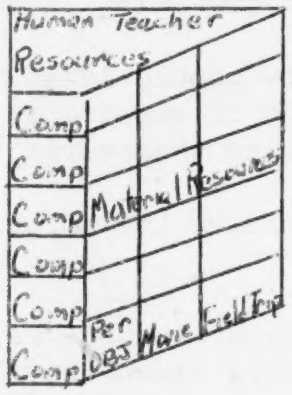
OCCUPATION ORIENTATION PROGRAMS

IMPLEMENTIVE CURRICULA PROGRAMS IN CAREER DEVELOPMENT

August 4, 1970

I. OBJECTIVES

A. Develop a positive self-concept.
B. Learning an appropriate role for male and female.
C. Learning skills of inquiry.
D. Identifies with workers and concept of work.


Human Teacher
Resources
Comp
Comp
Comp
Comp
Comp
Comp
Material Resources
Per OBJ
Movie
Field Trip

Occupation	Citizen	Family	Avocation
O	C	F	A

II. INTRODUCTION

Recognizing the national concern for occupational education and in keeping with the aims and objectives of the 1968 Amendments to the Vocational Education Act, a career oriented curriculum should be developed in our school district.

III. SOLUTIONS TO THE ROAD BLOCKS IN SELLING A CAREER DEVELOPMENT PROGRAM

A. Cite, accrued district benefits.
B. Use of media (press, etc.), hire professional help.
C. Obtain committment of each sub-group or parts of advisory groups to pledge money, time, and resources toward the development of programs.
D. SOFT program - Student Occupational Field Training. Assign students to a day with a tradesman to develop an understanding of the work and the worker (Implement industrial contact program).
E. Student data made available to staff including teachers.
F. Distribute materials such as "I've taught in all" to teachers on a regular.
G. Utilize group dynamics, type workshops which allow for inter-action.

OCCUPATIONAL ORIENTATION PROGRAMS

August 6, 1970 - Group II

SUMMARY

We recognize a need for less criticism and more action with a willingness to innovate.

We recommend the creation of system readiness before attempting implementation of new and unique programs. This might be done through in-service activity cutting across subject matter lines on a horizontal basis to promote career development programs in education K-12. Then start working vertically involving teachers of various levels and subject areas by having them work together resulting in better perspective of their responsibilities in contributing to the development of all the needs of their students.

OCCUPATIONAL ORIENTATION PROGRAM

GROUP III

August 3, 1970

IDENTIFYING PROBLEMS OR ROAD BLOCKS TO CAREER ORIENTATION AND VOCATIONAL EDUCATION

I. Terminology and Semantics: Some parents (and others) categorize vocational courses as being for someone else's children.

II. Personnel:

A. Vocational teachers are own roadblock in terms of image, self esteem, dress.

B. Teachers lack of background and or training in world of work.

C. Teacher trainers, as above, no philosophical base for teaching.

D. Counselors, as above, degree and certification problems, lack of time because of other duties, lacking in number, group guidance infrequently.

E. Administrators, as above, burdened with pressures of full schedules, reports, and state requirements.

III. Program:

A. Should orientation be a class or integrated with academic subjects.

B. Vertical articulation not effected.

C. Categorization of "disadvantaged" and "handicapped" created problem.

D. Money is a problem.

E. No clearly defined philosophy at any level.

IV. Community Relationships:

A. Lack of community involvement.

B. Lack of knowledge of employer - employee relationship on part of students.

C. No survey of occupations and resource people.

D. Lack of availability of jobs because of problems with union regulations, labor laws, and liability.

V. Students:

A. Lack of commonality of background.

B. Academically oriented.

OCCUPATION ORIENTATION PROGRAMS

IMPLEMENTIVE CURRICULA PROGRAMS IN CAREER DEVELOPMENT

August 4, 1970

I. PHILOSOPHY

We believe that introduction to careers should be part of a K-12 Continuim. It must include a total involvement of all curricular areas, all administrative staff, students, and the community. The orientation should broadly cover all levels from entry level jobs to professional.

II. SUGGESTED ACTION STEPS

A. Secure a person with leadership ability to sell the need.

B. Develop an advisory group consisting of teachers, counselors, administrators, students, and community to determine procedures.

C. Pre-service work-shop, possibly secure planning grant.

D. Pilot program.

E. Full implementation.

F. Employ strong coordinator to assure continuance and organization of content.

OCCUPATIONAL ORIENTATION PROGRAM

August 6, 1970 - Group III

SUMMARY

I. PHILOSOPHY

We believe that introduction to careers should be part of a K-12 Continuim. It must include a total involvement of all curricular areas, all administrative staff, students, and the community. The orientation should broadly cover all levels from entry level jobs to professional.

II. MAINTAINING VERTICAL INTEGRATION

It is imperative that the Jr. high program be developed with full articulation between the K-6 and Jr. high as well as between the Sr. high program. We visualize the approach as two triangles placed together to form a diamond shape. The bottom point of the diamond indicates that the student in early childhood education has a limited but specific perception of the World of Work. The elementary "vocational awareness" program would seek to broaden the sensory and informational base of the primary and intermediate grade child.

At the Jr. high level the broadening process would be reinforced and extended with an emphasis being placed on "hands on" activities. For some students the narrowing toward a specialization may start. For others the exploration would continue into high school. Obviously a gray area of individually varying width would exist at the juncture.

III. SUGGESTED ACTION STEPS

A. Secure a person with leadership ability to sell the need.

B. Develop an advisory group consisting of teachers, counselors, administrators, students, and community to determine procedures.

C. Pre-service mult-session work-shop, possibly secure planning grant.

1. Establish incentive (credit, pay, released time)
2. Use human relations approach to establish harmonious working relationship.
3. Develop Jr. High career development curriculum.
    a. Define local needs - surveys, manpower information, etc.
    b. Draw up tentative plan.
    c. Bring in consultants who have established successful programs.
    d. Finalize trial plan.

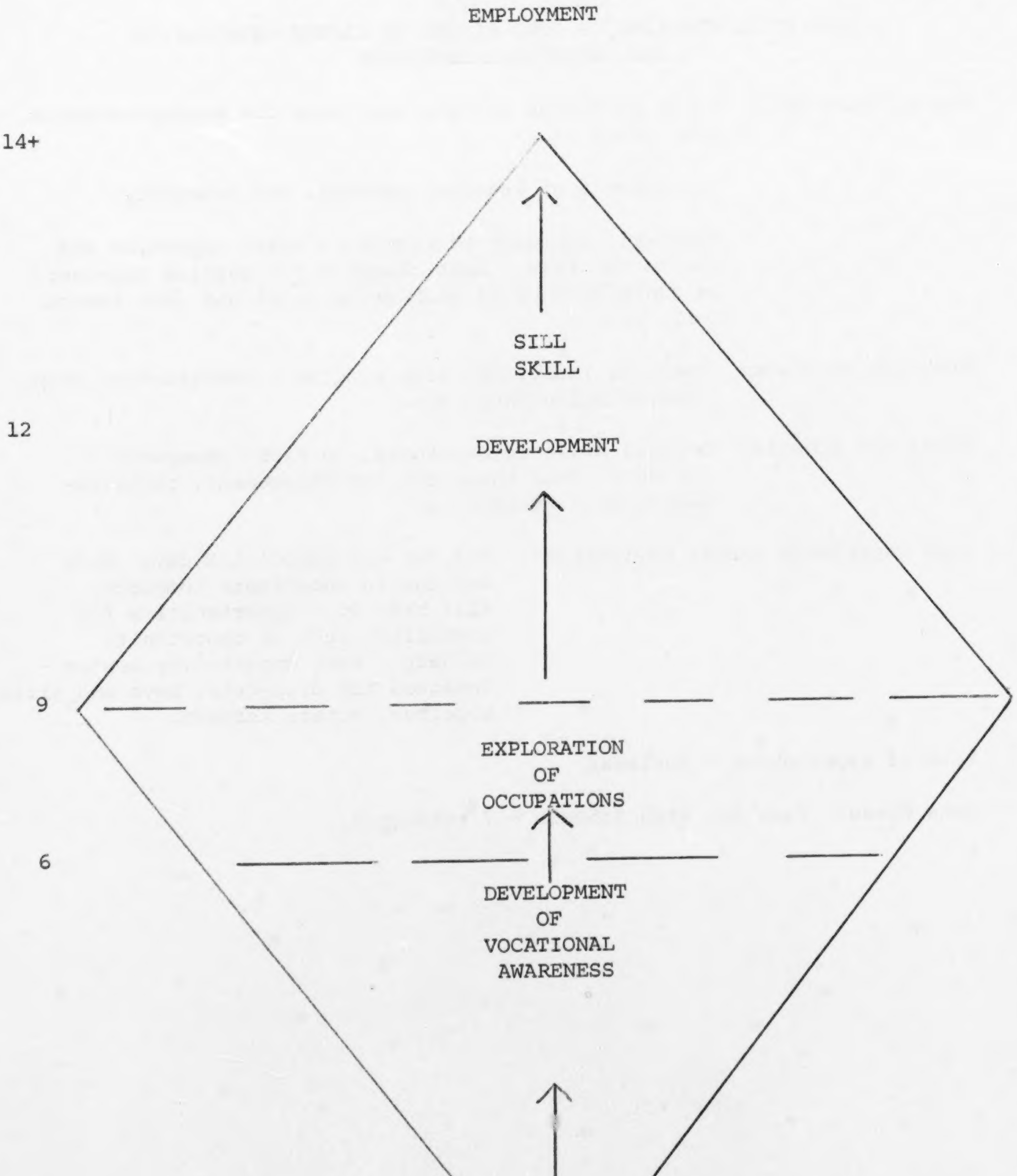
D. Pilot Program

D. Evaluate and revise

F. Full implementation

G. Employ strong coordinator to assure continuance and organization of content.

THE CAREER DEVELOPMENT DIAMOND


EMPLOYMENT
14+
SILL
SKILL
12
DEVELOPMENT
9
EXPLORATION
OF
OCCUPATIONS
6
DEVELOPMENT
OF
VOCATIONAL
AWARENESS
K
FORMAL EDUCATION BEGINS

OCCUPATIONAL ORIENTATION PROGRAM

GROUP IV
August 3, 1970
IDENTIFYING PROBLEMS OR ROAD BLOCKS TO CAREER ORIENTATION AND VOCATIONAL EDUCATION

Mutual Agreement: Focus on things we have most hope for accomplishments, most proud of.

Involvement of learner, parents, and community.

Realistic approach to teachers, their expertise and how to use this. Best channels for getting together on contributions of each grade level and area toward K-12, etc.

Sterling Peterson: Oversees individual arts program - construction shop, communication shop, etc.

Stanfront schools: General Mills Toy Business, 30 kids, Honeywell - $50,000. Send their own top management, photographers, chef, cafeteria.

Work Experience Career Exploration: 1/2 day and school 1/2 day. Kids working in Interstate Commerce. Will have 15. Opportunities for community, such as opportunity to help, work opportunity center - designed for drop-outs, boys and girls together, rotate through.

Lots of experiences - Business

Gene Wiese: Five Jr. High Schools - 7 through 9.

Del Valdez: More effective department head, rural background counselors busy with record, try to think what teachers want - not so much talk, work with us.

A new program last year of mini classes. The classes were two hours, twice a week, for 1/2 credit, taught in vocational oriented classes after school. It was a voluntary attendance and the students were exposed to vocational programs. 1200 students signed up for the mini classes.

First Objective: Help education teacher redirect thinking. This year department heads polled students - "150% more realistic."

Most popular vocational area is in business education, and health occupations, placed on the job.

Don Simmons: Wide experience as general vocational consultant with state department. Been in 800 school buildings. Iowa program is now career education. Interested in staff attitudes. This fall we'll do group counseling.

Staff attitudes: K-12 awareness - challenge most important aides to teacher in classroom involve teacher education institutions.

Jesse Jones: 16th year, stayed in shop as counselor for 16 years. St. Louis scoreboard - every teacher, every parent, every student involved with work-study program - "Stigma of Dumping Ground". Boy or girl computer training - excelled in math.

Barbara Sorenson: Jr. High counselor, exemplory. Complete testing program in connection with English. No letter grades, levels "works on occupations", "want-ads" top research. Occupation implemented in Social Studies - what they do has dignity. Master Teaching Schedule - helping students make decisions and set goals for themselves, make changes. Parent resources - one father is an interviewer. One field trip weekly.

Talked with parents about past high schools plans. One unit in basic personal up-dating. Interest gradually spread.

Maury Guptill: Never certain on high school or jr. high. Talked a lot with kids in homes, assigned teacher to visit, trying to get teacher involved - team thinking.

Lee Cavnar: Developmental in nature. How are you to help them on different levels?

Tom Williams: Innovate, write proposals. Title I Coordinator, 17 year olds - 6th grade. Eight guides, Multi-cluster occupations, grouping by age rather than grade, 3-6 years to get through, self-understanding through contest, work sheet, occupations, through town.

OCCUPATION ORIENTATION PROGRAMS

IMPLEMENTIVE CURRICULA PROGRAMS IN CAREER DEVELOPMENT

August 4, 1970

I. PROCEDURES

A. Invite counselors outside the field of education - who will bring industry concepts to vocational counseling and vocational programs.

B. Tap community resource persons who are willing to help and get involved in developing programs in career development.

C. Prior to certification, counselor training should include work experience in industry. Teachers should be encouraged to work in industry, too.

D. Take teams from different schools for career training. These teams will develop plans for their own schools. These team members will become leaders in their own schools. The state (or university) will provide consultants who would provide help for on-going programs.

E. Consider eliminating the word "model". "Model" appears better than a program. A model is temporary. St. Louis no longer has Model Cities - just a city to improve.

F. Assign persons in industry to head advisory council committees who will help develop vocational educational planning.

G. Free a counselor from coordinate vocational education programs in the systems.

OCCUPATIONAL ORIENTATION PROGRAM

August 6, 1970 - Group IV

SUMMARY

We recommend citizen and/or staff committees charged with study and plans for establishing a unified educational program.

We believe that combined planning for a comprehensive career development plan (K-12) must be considered an essential element of the total educational program. We believe the criteria proposed by Dr. Tennyson would be valuable basis for developing such a program.

Whatever the starting point for such a program, the involvement of students, community, is vital. With reference to the early grades, the stress on attitudes basic to self-worth and a good understanding of the world of work are critical.

In the Jr. high years, youngsters are most curious about the adult world, the decision they will be making and things they need to know to make those decisions. They must understand that education is vital in preparing for a successful career at any level. At this time the world of work needs to be introduced on the broadest possible scale, with as much exploration as possible into the real experiences related to the world of work. It's a time when young people are becoming more independent and a crucial time to explore and experience the world of work, the society and economic system, that will permeate their lives.

Advisory Committees must be structured to take real responsibility, for goals, direction and widespread community involvement and support for the career development plan. People who are genuinely involved will insure the success of the program.

We further recommend that the Institute brass work on an inventory participants involved in significant programs in this area. (Survey attached)

OCCUPATIONAL ORIENTATION PROGRAMS

GROUP V

August 3, 1970

IDENTIFYING PROBLEMS OR ROAD BLOCKS TO CAREER ORIENTATION AND VOCATIONAL EDUCATION

I. ATTITUDES

A. Reservation on the part of some as to whether the junior high level is the appropriate time to initiate the Occupational Orientation Program.

B. Shouldn't the need of the student be the criterion as to when is the most effective time to initiate such a program.

C. Negative attitude of parents toward certain areas of vocation are definite problems.

Emphasis on grading by parents, teachers and students.

D. Increasing emphasis on academic achievements by some schools.

Apathy towards changes on the part of school's administrators, teachers, Board of Education and the community.

E. Lack of vocational experience and knowledge on the part of our instructional staff.

F. Lack of effective communication between vocational educators and the community.

II. PROGRAMS

A. Need to have administrators, counselors, and the total staff to be involved in planning the program.

Rigid program guides.

B. Misuse of tests.

Need to clarify what this orientation program will include with the students it will involve.

C. Question as to the need and extent of this orientation program before the junior high level.

D. How to motivate or reach the students in need before they drop out of school because of boredom or other causes.

E. Need to structure the program that would be most relevant to the child at the level of his interest.

F. Inflexible school schedule, grading system, and tradition, are other blocks.

III. PERSONNEL

A. Need to clarify the kind of personnel desired to handle the occupational orientation program effectively.

B. Need for in-service training to update, the upgrade personnel.

Teacher educators need to be involved in preparing personnel.

IV. TIME

A. Need to resolve problem of providing additional time needed by teachers, administrators, and especially students.

B. Problem relating to transportation of students that might be needed for program.

C. Need for more flexible scheduling of student time.

V. MONEY

A. Priorities for funding.

OCCUPATION ORIENTATION PROGRAMS

IMPLEMENTIVE CURRICULA PROGRAMS IN CAREER DEVELOPMENT

August 4, 1970

I. DEVELOP PHILOSOPHY OF A CAREER DEVELOPMENT PROGRAM

Values to be identified by considering existing policy and programs or establishing a study committee to formulate a policy.

II. INITIATE PILOT PROGRAM IN SELECTED SCHOOLS

Selection of schools to be determined by a study committee with Board approval.

III. SELECTED SCHOOLS SET UP A PLANNING COMMITTEE

A. Identify educational views.
B. Develop behavioral objectives.
C. Establish evaluation procedures.

IV. SELECT COORDINATOR AND PERSONNEL FOR PROGRAM IN EACH SCHOOL AND PROVIDE TRAINING OF PERSONNEL

V. DETERMINE LEARNING EXPERIENCES

A. Direct, indirect, and simulated experiences.
B. Provide vocational materials through resource centers.
C. Structured group experiences in interpersonal relationships.
D. Subject disciplines related to the world of work.

VI. FACILITIES AND EQUIPMENT

OCCUPATIONAL ORIENTATION PROGRAM

GROUP V

August 6, 1970 - Group V

SUMMARY

1. The group session meetings provided opportunity for members to share ideas and answers.
2. The conclusions of the group however, was that we could have accomplished more had we understood the objectives of the group sessions more clearly.
3. The group recommends the attached outline of procedure for the implementation of the career development program.
4. The program should not be offered as a separate course but it should be integrated as a part of the total school curriculum.
5. There should be a coordinator selected for each school to coordinate the program with the entire faculty.

OCCUPATIONAL ORIENTATION PROGRAM

GROUP VI

August 3, 1970

IDENTIFYING PROBLEMS OR ROAD BLOCKS TO CAREER ORIENTATION AND VOCATIONAL EDUCATION

I. PROBLEMS IDENTIFIED

A. Parents feel vocational education is terminal and not for all students.

B. College oriented, community attitudes.

C. Unions oppose young people becoming oriented to trades.

D. Background of family toward gainful employment (remaining on welfare).

E. Attitudes of teachers within a school or system toward career education.

F. Cultural and economic programs cause "attitude" changes in children.

G. Communications - selling programs to students, parents, community, and administration, teachers.

H. How to make vocational education "pretigeous".

I. Adequately trained personnel who are interested in career education.

J. Lack of "appreciation for work" on part of students.

K. Rigid curriculum requirements.

L. Lack of exploratory courses in high school.

M. Money - state or federal monies coming at "inconvenient" times not coordinated with District fiscal year.

N. Responsibilities of teachers - training institutions in preparing personnel who can direct or teach "career orientation".

O. Appropriate guidance or instructional materials - up-to-date, etc.

P. Commitment of Board of Education and administrators to career orientation.

OCCUPATION ORIENTATION PROGRAMS

IMPLEMENTIVE CURRICULA PROGRAMS IN CAREER DEVELOPMENT

August 4, 1970

Determine a follow-up of students to show what high school students and/or graduates are doing and the need for a Career Development program.

II. LEADERSHIP AND IN-SERVICE

Gain approval to implement program and obtain a leader who may be a principal, counselor, teacher, etc.

Involve specific groups of people:

A. Board of Education
B. Administrators
C. Teachers-Counselors
D. Parents
E. Laymen

III. COMPONENTS

A. Physical plant
B. Staff
C. Funding
D. Long-range planning

IV. DETERMINE GOALS, BEHAVIORAL OBJECTIVES AND LEARNING ACTIVITIES - TEACHERS WILL NEED HELP FROM CONSULTANTS AND RESOURCE PEOPLE.

V. DESIGNING THE CURRICULUM

A. Cooperative work with specialist and teachers.

VI. EVALUATION

What happens to students? Is there a change in values, aims, self-esteem?

OCCUPATIONAL ORIENTATION PROGRAM

August 6, 1970 - Group VI

Review existing programs and activities -- establish a Study Committee.

Start with one individual to introduce the plan to an interested Jr. High school principal, teachers, and student. (Pilot program to start in one school.) This is a future move toward K-12

General Career Orientation is assembly type sessions and must have an outstanding speaker.

Implicate through Teaching aids:

I. Films
II. Slides/taped combination
III. Informative pamphlet
IV. Invite former students now employed, to speak to classes

Small class/groups sessions would then follow with guidance counselor, interested teachers, and oriented career co-ordinator, sharing the individual class session responsibility, on a pre-determined regular schedule. (Will vary according to local situation)

Example: One day per week in 8th or 9th grade, involve classes for one year.

Note: WE MUST HAVE TEACHERS THAT CARE ABOUT STUDENTS.

OCCUPATIONAL ORIENTATION PROGRAM

August 6, 1970 - Group VI

SUMMARY

I. Problems are rather common to each area represented.

II. A design for a program could have value to each area with certain modifications to tailor it for specific emplimentation.

III. Funding is necessary in order to implement programs.

IV. Procedural plans are of necessity to be tailored to meet individual localities.

V. Any program to be beneficial should be phased both upward and downward from the junior high level to eventually be K-12.

VI. Total involvement of faculty must brought about if program is to be successful.

VII. Help promote meaningful curriculum at teacher and counselor preparation institutions.

VIII. Redirect educational philosophy for teachers - make it relevant.

IX. Create an awareness of the world of work in the total community.

X. Student-centered plans - create the importance of occupational choice and preparation.

XI. Accountability has to be an integral part of any adopted program.

OCCUPATIONAL ORIENTATION PROGRAM

GROUP VII

August 3, 1970

IDENTIFYING PROBLEMS OR ROAD BLOCKS TO CAREER ORIENTATION AND VOCATIONAL EDUCATION

Our group chose to begin with the roadblock classification presented by Dr. Clary earlier. ATTITUDES, PROGRAM, PERSONNEL, FUND, TIME. Discussion and exchange of ideas brought out the following:

I. Major attitude concerns and influences to consider:

A. Public
B. Congressional influences
C. Teacher
D. Student
E. Boards of Education
F. Administrators
G. Parents
H. "College bound" concept
I. The terminology vocational education
J. Community college "open door" policies
K. Priorities

II. Major program considerations:

A. The advisability of group orientation at the Jr. high school level.
B. Do not want a pencil and paper type orientation program.
C. Urban needs are different than rural need in some cases.
D. We have a breakdown between theoretical and practical aspects of orientation.
E. We must consider the desires and needs of students of Jr. high age.
F. Undesireability of locking students to a track.
G. We should utilize industry help.
H. Jr. high program should be broad exploratory - across all field.
I. Program should include boys and girls.
J. Work experience has a contribution to make.
K. Elementary school must provide some occupational orientation.
L. Teachers must be involved with program planning and preparation.

Further discussion began to point out the difficulty of avoiding cross-influences of the categories we started with and led to a liberalized discussion which brought out these additional ideas.

The group agreed that for our purposes we would have to assume certain things were being done at the elementary school level and that we were concerned with grade levels 7, 8, and 9 as the Jr. high school. It was further agreed that much needs to be done in occupational orientation at the Jr. high level. The point was made that some things are being done but it appears to be an uncoordinated piece meal approach in most instances.

We concluded the afternoon's activities by starting to identify some goals we would set for a Jr. high school occupational orientation program.

OCCUPATION ORIENTATION PROGRAMS

IMPLEMENTIVE CURRICULA PROGRAMS IN CAREER DEVELOPMENT

August 4, 1970

What do we want to do:

1. Design - we assume there is nothing or little done at elementary.

2. Methods of achieving objectives

    a. A. V. Material
    b. Role Playing
    c. Interest Inventory
    d. Interviewing - questionnaires
    e. Game Playing - simulated

3. Program or Course? What are the goals?
Agreed that we need a model of how to develop a program and curriculum.
Try to build a systems approach on how to get this started.
What steps to take to cause change in your community.

    a. Define - need - power structure - advisory committee
    b. Design - how to function
    c. Curriculum - who develops?
    d. Implement - sequential? - Where?
    e. Evaluation - up-date

4. Need to function on the Define and Design steps at this point.

5. Student needs, school needs and community needs we are considering as a pre-vocational level.

I. STUDENT NEEDS

A. Must be defined, must organize time and energy and must have an awareness to the world of work.

B. Community involves people, organizations, students, faculty, and parents.

C. Ad Hoc Committee representing all segments of the community. May need subcommittees, elementary, Jr. high, Sr. high, etc.

    1. Who would organize this committee:
    2. Power structure - Board of Education - Service Organization - Administrators - Industry - State Vocational Advisory Committees - Teachers.

II. KIND OR PATTERN OF PROGRAM

- A. To design, bring in educators, and lay people (ad Hoc)
- B. Break down to task forces by areas of concern
- C. Advisory committee
- D. Elementary - general occupation orientation, field trips, speakers, etc.
  Junior High
  Senior High

III. CURRICULUM DEVELOPMENT

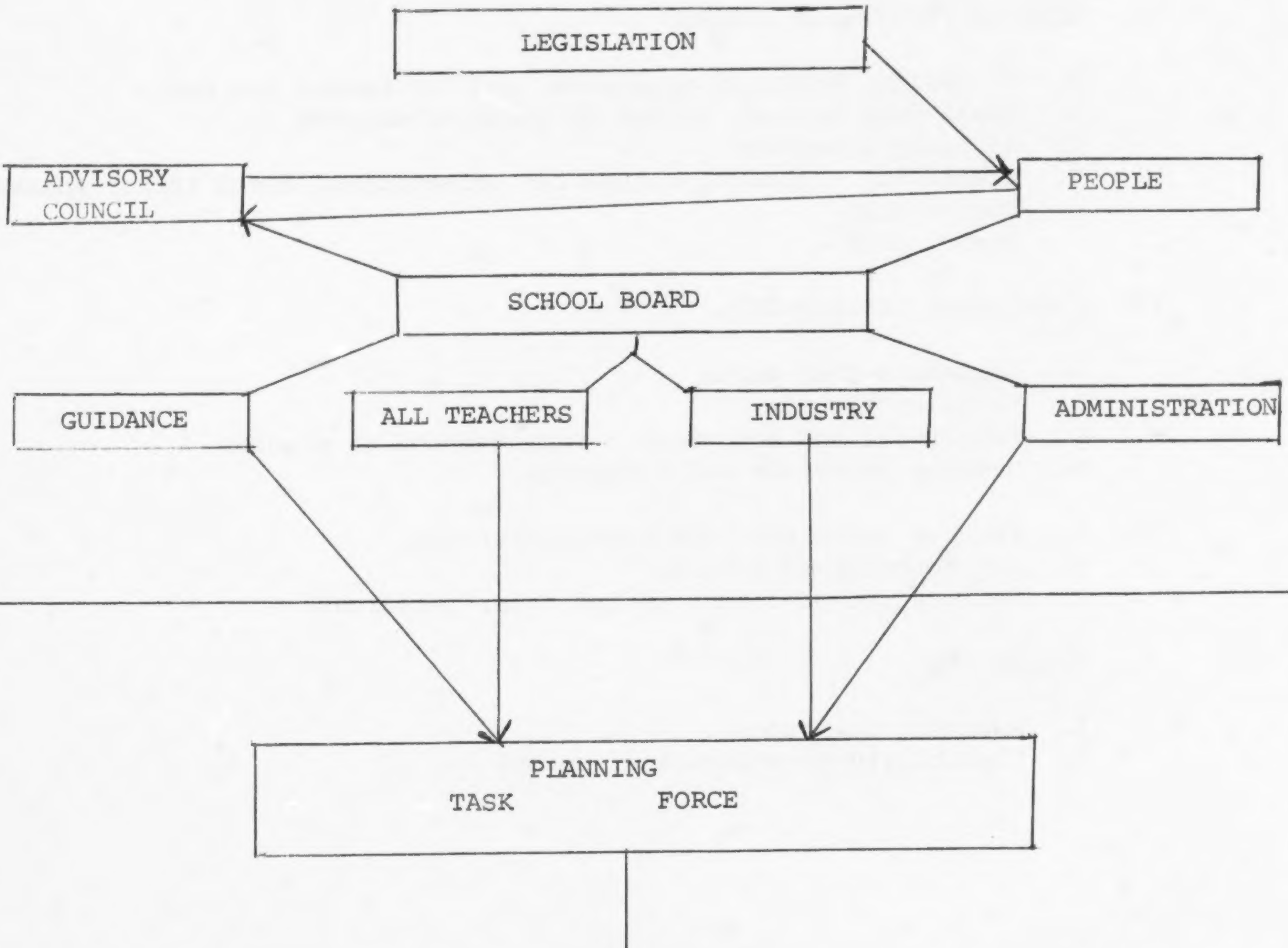
- A. Educators task-force
- B. Write curriculum
- C. Facilities and equipment - introduction of program
- D. Develop materials and resources

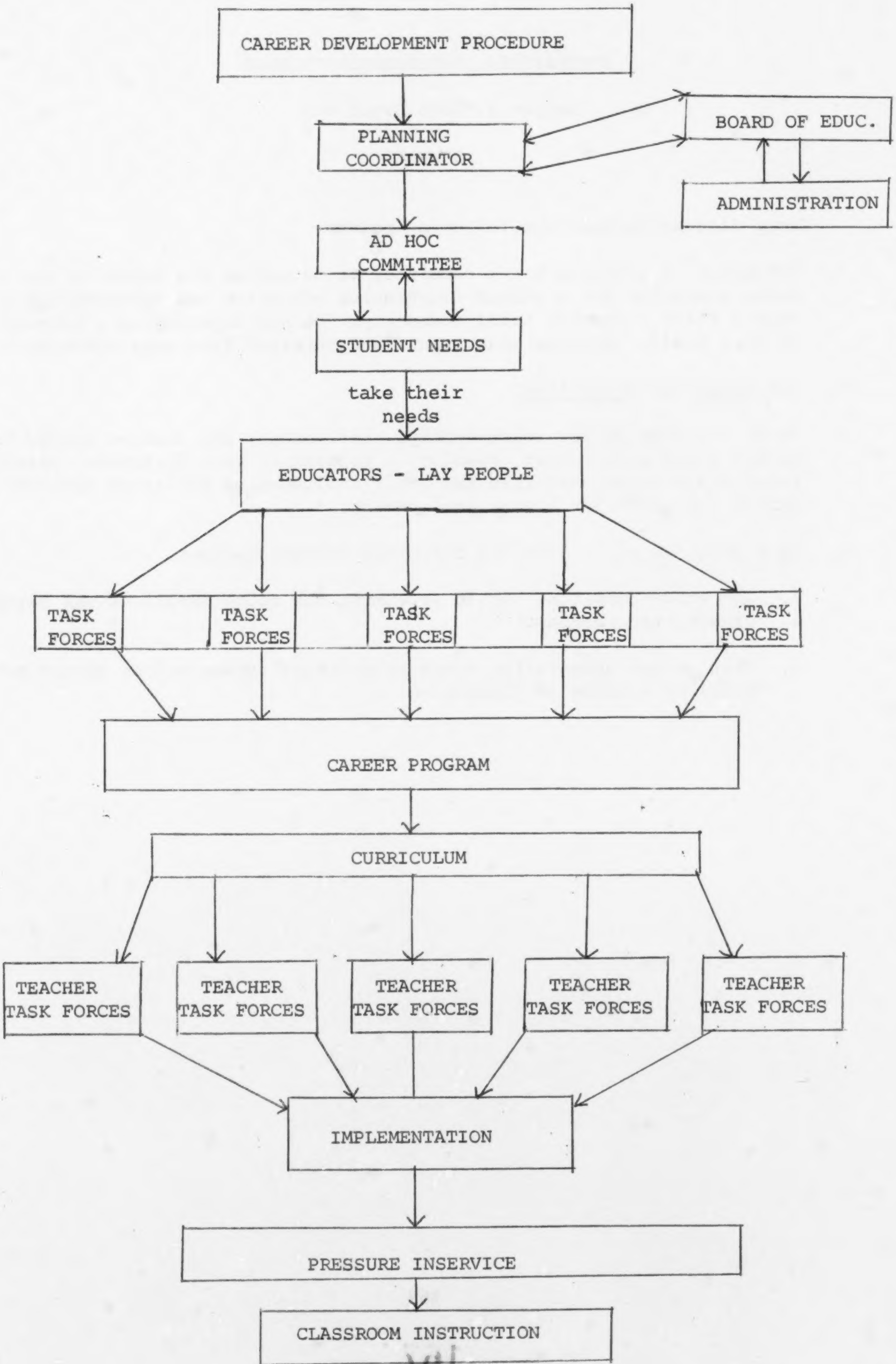
IV.
- A. Teacher training--(Pre- and in-service)
- B. Introduction of program
- C. Utilization of community and other resources

V. EVALUATION

- A. Advisory Committee
- B. Flexibility to change and improve

MODEL FOR IMPLEMENTING JR. HIGH CAREER PROGRAMS


LEGISLATION
ADVISORY COUNCIL
PEOPLE
SCHOOL BOARD
GUIDANCE
ALL TEACHERS
INDUSTRY
ADMINISTRATION
PLANNING TASK FORCE
PROGRAM DEVELOPMENT CURRICULUM COMMITTEE
INSERVICE TRAINING
TEACHERS
TOTAL JR. HIGH CAREER ORIENTATION PROGRAM


CAREER DEVELOPMENT PROCEDURE
PLANNING COORDINATOR
BOARD OF EDUC.
ADMINISTRATION
AD HOC COMMITTEE
STUDENT NEEDS
take their needs
EDUCATORS - LAY PEOPLE
TASK FORCES
TASK FORCES
TASK FORCES
TASK FORCES
TASK FORCES
CAREER PROGRAM
CURRICULUM
TEACHER TASK FORCES
TEACHER TASK FORCES
TEACHER TASK FORCES
TEACHER TASK FORCES
TEACHER TASK FORCES
IMPLEMENTATION
PRESSURE INSERVICE
CLASSROOM INSTRUCTION

OCCUPATIONAL ORIENTATION PROGRAM

August 6, 1970 Group VII

SUMMARY

Group discussion made the following points:

I. Establish or organize study committee to determine the needs in the local community for a career orientation education and opportunities. Made a START. Involve total community. Do not superimpose a program on your staff. Utilize consultants and material from this conference.

II. Set goals and objectives.

III. Study legislation for relationships, influences, and changes needed to permit a workable Career Orientation program in your district. Also, study State Vocational Plan and other influence on utilizing the community resources for a work environment.

IV. As a group we would make the following recommendation:

  A. The study committee should determine the scope (K-12) of the career orientation program.

  B. That career orientation wherever practical and possible should be activity - hands on experience.

OCCUPATIONAL ORIENTATION PROGRAMS

GROUP VIII

PROBLEMS AND ROAD BLOCKS IN IMPLEMENTING THIS OCCUPATIONAL ORIENTATION PROGRAM.

(9) 1. Attitudes - community understanding of world of work.

(4) 2. College orientation - in school and homes.

(8) 3. Lack of comprehension of vocational education by staff and personnel.

(6) 4. Jealousy of faculty* - additional funding of time.

(4) 5. Transient neighborhood* - student moving.

(4) 6. District organization - lack of proper lines of authority.

(4) 7. Misplacement of teachers by personnel department*.

(8) 8. Motivation of teachers to accept programs.

(7) 9. No identification of potential drop-outs.

(4) 10. No required multi-elective programs.

(5) 11. Inadequate, inflexible scheduling.

(4) 12. No extended day, work study, field trips*.

(4) 13. Unavilability of job opportunities.

(6) 14. Student attitude toward world of work*.

(4) 15. State education requirements*.

(6) 16. Adequacy of curriculum - comprehensive offerings.

(7) 17. Lack of student knowledge of vocational programs.

OCCUPATIONAL ORIENTATION PROGRAMS

IMPLEMENTIVE CURRICULA PROGRAMS IN CAREER DEVELOPMENT

August 4, 1970

Recognize broad scope of occupational education by community involvement. The community will include staff, parents, students, and business. A survey of the community will determine the availability of experiences.

I. STRATEGY - ORIENTATION OF STAFF BY:

   A. Review of successful programs
   B. Show results for students
   C. Visit community Business
   D. Involve student ideas
   E. Involve teacher organizations

II. ORIENTATION OF PARENTS BY

   A. Advisory committee made up of:
      1. labor/management
      2. Community Business
      3. Parents
      4. Student cross section
      5. School related organizations

   B. Once a successful orientation has been conducted, identification of behavioral objectives for each subject area will be developed by the staff and student body.

OCCUPATIONAL ORIENTATION PROGRAM

August 6, 1970 - Group VIII

SUMMARY

I. ROADBLOCKS TO IMPLEMENTATION OF OCCUPATIONAL ORIENTATION

- A. State Regulations
- B. Administration
- C. Teaching Staff
- D. Student Interest - Needs
- E. Parental Aspirations
- F. Job Opportunities

II. ACTION MODEL

- A. Curriculum Needs
  1. New philosophy
  2. Statement of goals
  3. Method of implementation
- B. Orientation
  1. Staff
  2. Student
  3. Community
- C. Development of Measureable Behavioral Objectives
  1. Attitudinal
  2. Performance
  3. Social/economic
- D. Student Exploratory Experience and Activities
- E. Implementation of Program
- F. Program Evaluation

GROUP SUMMARY REPORT

Tuesday, August 4, 1970

GROUP II

A number of concerns that we discussed have already been discussed; however, we have taken somewhat of a different approach to this, we spent a great deal of time discussing the Corvallis plan and felt that it was a valid one. We considered the problems of implementing it in each of our districts and felt that really what we needed to do was remove the roadblocks that we enumerated yesterday. So we started on the premise that recognizing the national concern for vocational education and in keeping with the aims and objectives of the 1968 Act that a K-12 career oriented curriculum should be developed in our school system. And then on that basis what are the things that need to be done. Our approach was to overcome the roadblocks. Now many of these schemes for removing the roadblocks have been already discussed and I might just mention a number of the additional ones that were mentioned in our group: Of course one of the major roadblocks was the need for a change in behavior of all persons involved in vocational education. That involves the teachers, the supervisors, the administrators, the community, everyone. So there is a massive problem there; and it was felt that in improving this behavioral pattern that we should primarily develop a type of group action that involves a feedback in intereaction among people in the group, that is to say, as opposed to a lecture type of instruction. I think that this was quite a major point. Also, it was felt that the use of media on a day-in-day-out, year-in-year-out basis through the leadership of a professional media person was necessary in order to create and maintain the appropriate image of all types of work. I think that this is the greatest contribution that our committee could make in addition to the other comments that we have heard.

GROUP III

First let me say that when Art put that on the board he had "Phil and Stud Involvement" - Phil is suppose to stand for philosophy and stud for student involvement. Let me say that we have here, strictly speaking, a philosophy, but it's a belief - we felt we would like to get the first thing down in our group - that we are really trying to accomplish. We believe that the introduction to careers should be part of a K-12 through 12 continuance. It must include a total involvement and let me emphasize total involvement, and that means of all curricular areas - all administrators, staff, students, and the community. We didn't put them in any particular order, but everybody should be involved. The orientation should broadly cover all levels from entry level jobs to professional level jobs. Before you can tackle any task you would have to know what you are trying to accomplish, what you aims are, and you should write down some goals, objectives, philosophy, or whatever term you want to use--but you should have something to aim for. The second report that I would like to make is talking, talking, and talking and nobody mentioned student involvement. When we were gathering here at 3:30 we talked alot about involvement, nobody specifically said student involvement. We think, I am guilty about this, and we think other people are, too, as educators and Dr. Tennyson mentioned this morning, that we often talk down and tell the kids what to do without asking them. So student involvement can mean a lot of things. We think that one of the earliest things on each of those levels it would be very wise to have student involvement. Our group would say that probably the best type of involvement is having students actually sitting in on those groups. I think that you will find that they have a lot to contribute and they also will think of things that you have never thought of before and they'll tell you just what they want. Now you might not agree but at least you'll know what they want.

GROUP IV

We approached our group a little bit different than the others I think. Yesterday we were each asked to identify ourselves **and** perhaps point out some of the things that we thought were major strengths or accomplishments in our respective work. Of course we found that we were very diversified and very strong and able group. We did come out with a few suggestions; we thought that perhaps one of the things we should do would be to free a counselor to coordinate vocational education programs in the systems and in this business and community involvement we took a little different approach. We thought that perhaps it would be just as good for industry as it would be for education to involve industry curriculum planning, objectives behavioral and otherwise, we thought that it would work both ways and that each could profit from the other. We suggested that we take a team of different schools for career training. These teams would develop plans for their own schools, they would go back to the schools and identify themselves as leaders, and perhaps the university of the state department could provide consultants for a follow up. One of the group members was very strong against eliminating the word model from the word procedures or models of any kind. His suggestion was that the word model is very temporary and that it appears better than the program itself.

GROUP V

In our group we took the approach of more or less guidelines preparing a program, not preparing but initiating a program. The general directions that were given this morning in regards to attitudes, values, aims, etc. and under values we thought they should be identified and reviewed in existing policies and programs or we should establish a study committee to formulate a policy. The next step would be to select a pilot and then the school to identify the educational aims, develop behavioral objectives and establish some evaluation procedures. After this was completed we felt that we needed to determine the learning experiences. It was our opinion that they should be direct, indirect, and simulated experiences and experiences providing vocational material through various resource centers. We needed structured group experiences in their personal relationships and subject disciplines related to the World of Work.

GROUP VI

We felt that we needed to develop a rationale for a career development program and a follow-up study of the high school students or graduates was needed. Perhaps a five-year study to show how many had dropped out, how many had gone on to college and had achieved a baccalaureate degree. One of our participants had some figures from Minnesota showing actually the number who did complete college and we felt that this was needed to show the need for a career development program. Our second point we wanted to make was that we needed to gain approval to implement such a program and to find the people to lead this program. Perhaps it should be the principal of the school or if he has other duties, then it should be delegated perhaps to the guidance service, the counselors, vocational personnel, or someone else in the school who actually can take a hold and develop and implement the program. But it was important to have the commitment or approval of the Board of Education, superintendent, principals and then to obtain a good leader.

GROUP VII

Again we started off as probably some of you did, kind of floundering around trying to determine where we were going and what we were supposed to be doing and we finally decided to come up with a procedure and possibly you might call it a systems approach to removing some of these roadblocks. In order to remove roadblocks we would have to develop program or initiate one. It would probably be up to us to be a planning coordinator in our home cities to start this system going. And, of course, to do this we would have to take it to the administration, the Board of Education, and get their approval on it and from there we would plan an Ad hoc committee. Through this Ad hoc committee we would be concerned definitely with student needs. We wouldn't be just concerned with them, but we would also get them involved with it. Through these educators and lay people we would develop task forces and these task forces would develop a career program. Again, we felt there were many plans that we could probably adapt to our own local community and being twelve people from all different communities, we didn't feel that we could accomplish this in an hour and a half or two hours this afternoon. Another aspect would be a teacher task force, to review curriculum. Basically, teacher-oriented they would implement the curriculum and then from there we would have to go into in-service training, pre-service and in-service training of teachers. An important part of this course would be an advisory committee for evaluation and make sure and if not change and go from there. So we would hope by using this approach, involving the community right from the beginning and we would remove many of these roadblocks.

GROUP VIII

We felt that in order to attack the problem you have to recognize the broad scope of occupational education through community involvement and by we include the staff, parents, students, and the community business. The way this is going to be carried out was by orientation of staff and of the parents. An orientation of the staff, what we should set about to do was review successful programs, to show results for students, to show this to the staff, visit community businesses to get input of student ideas and also, to involve teacher organization. In orientation of the parents we were going to set up an advisory committee and this would be made up of labor and management, community businesses, parents, cross-section of students, and school related organizations. Once this was accomplished, then we could set up behavioral objectives, for each subject area to develop by the staff and student body. One of the ways that we discussed the community involvement is to have them meet with the education team and tell the educators how they have now accomplished the educational goals that they should tell them the things that they need from employees and the things that they are not getting. To reinforce attitudes, standard, communicative skills interpersonal relationships, employer and employee relationships and this sort of thing, industry needs to tell the school people so that they will know how to develop this into their curriculum. School people must visit business and have them show the actual work experience they hire from their school.

GROUP OCCUPATIONAL ORIENTATION PLANS

BY GEOGRAPHIC AREA

TUCSON, ARIZONA

We believe that there is a definite need in the Tucson Public Schools for an organized program for Career Orientation. As a result of this conference we believe:

I. That introduction to careers is a definite part of a K-12 continum and part of the total curriculum.

II. That total involvement is mandatory if a program of Career Orientation is to be planned and implemented. This would include students, parents, teachers, counselors, administrators, and the community.

III. That Career Orientation should include all levels from entry level careers to professional.

IV. That all of the curriculums have a part in developing and implementing the program.

V. That a planned program will result in a better understanding of self and others.

VI. That an implemented program will develop an understanding, appreciation and respect for all careers and their importance to our society.

SUGGESTED ACTION PLAN

I. The conference participants meet with the Deputy Superintendent to present materials and information for a Career Orientation program with the purpose of planning procedures for initiation of a program K-12.

II. Personnel involved will be: Curriculum Supervisors, Coordinators, Principals, Teachers, Parents, Students, Research Specialists and Community.

III. We explore possibilities for financial support - local, state and federal.

IV. Recommend the appointment of people to coordinate the programs.

V. Plan in-service programs - resource personnel, selection of participants, develop instructional materials and teaching techniques.

VI. Evaluation of the program will be made (short and long term).

DENVER, COLORADO

The group agreed to develop this report to be generally applicable to any school district in Colorado, but having in mind the Denver Public School System.

I. Report the efforts and results of this Institute to the appropriate school power structure to initiate obtaining support and commitment to the concept of K-12 career oriented education.

A. Establish need and justification

B. Utilize the attending Institute VIII group to help communicate

C. Communicate the fact that the Colorado State Board for Community Colleges and Occupational Education supports and will provide funds to develop the concept.

II. Recommend that the position of Coordinator for Vocational Guidance and Counseling be created and filled to coordinate all Career Oriented education efforts. Clarify that state financial support has been committed for this program.

III. Inventory what is being done in the school system and how it contributes to career oriented education. As a result, identify areas which are VOIDS.

IV. Organize a Stud Committee - very broad based committee.

V. Take steps to determine specific needs and identify a K-12 Career Orientation type program.

VI. Organize task groups of school personnel to develop career oriented curriculum and materials for each of their grade levels or subject matter areas, with a close liason between all the task groups to assure that a K-12 unified program is developed.

VII. Provide pre-service and in-service teacher training.

VIII. Implement the developed unified program for at least a pilot effort. Provide for revision, flexibility for change and improvement at anytime advisable.

IX. Evaluate, revise, re-implement and expand the pilot concept.

STATE OF IOWA

Department of Public Instruction

Career Education Branch

DEFINITION: A Pre-Career education program is a coordinated program of instruction designed to assist individuals in grades K-12 to understand and respect the world of work and to make individual choices of careers that are realistic.

STATEMENT OF OBJECTIVE: By FY 1975 the DPI, LEA's, and Universities will develop and implement a Pre-Career program for 38,400 Iowa school students in grades K-12. 47,288 students will have participated in the five (5) year program with 30,574 students in grades K-8 participating.

I. DESCRIPTION OF ACTIVITY

By FY 1971 the following activities will be accomplished:

A. Locate two (2) school districts to participate in the Pilot project (September 1971).

B. Locate and contract Teacher Education institution (s) to develop Phase I (grades 7 & 8) curriculum and materials.

C. Increase Pre-Career staff to three (3) Professional Staff and one (1) clerical (June 30, 1971).

D. Prepare in-service training for participating demonstration project school staffs (Summer FY 71 and Fall FY 72)

E. Order final materials needed to implement Phase I program.

F. Report findings of demonstration Pilot project to public.

By FY 1972 the following activities will be accomplished:

A. Purchase final materials needed to implement Phase I (September 1, 1971).

B. Implement Phase I program (grades 7 & 8) for 224 students.

C. Contract Teacher Education institution(s) to develop Phase II (K-6) and III (9-12).

D. Prepare in-service training for participating demonstration project school staffs for Phase II and III (Summer FY 1971 and Fall FY 1972) for 656 students.

E. Review and update Phase I curriculum and materials (Summer FY 1971).

F. Locate additional school district to participate in the Pilot project Phase I (Winter 1971) for an additional 112 students (three (3) districts total of 336 students).

G. Prepare Phase I in-service training for new demonstration project school staffs (Fall FY 1973) for an additional 112 students.

H. Order additional materials needed to implement all phases of the program in the demonstration project schools.

I. Report findings of demonstration Pilot projects to public.

By FY 1973 the following activities will be accomplished:

A. Purchase additional materials needed to implement all phases of the program in the demonstration project schools (September 1, 1972).

B. Prepare and hold in-service training for all phases of the program participating schools (Summer 1972).

C. Implement Phase II and III programs for 656 students.

D. Implement Phase I program for new demonstration project school district for 112 students. (Total of 992 students in all phases).

E. Review and update curriculum and materials for all phases of the program. (Summer 1972)

F. Locate seven (7) additional school districts to participate in the Pilot project (Winter 1972) for a total of ten (10) districts and 7,672 students.

G. Prepare and hold in-service training for all phases of the programs for on-going and new schools in the program (Summer 1973 and Fall 1973).

H. Review and update curriculum and materials for all phases of the program (Summer 1973).

By FY 1974 the following activities will be accomplished:

A. Purchase additional materials needed to implement all phases of the program in the demonstration Pilot schools (September 1, 1973 for 992 students).

B. Prepare and hold in-service training for all phases of the program for participating schools (Fall 1973, 10 districts).

C. Implement Phase I program for new demonstration project schools.

D. Implement all phases of the program for a total of 7,672 students.

E. Locate forty (40) additional school districts to participate in the Pilot project (Winter 1973) for a total of fifty (50) districts and 38,400 students.

F. Prepare and hold in-service training for all phases of the program for on-going and new schools in the program (Summer 1974 and Fall 1974).

G. Review and update curriculum and materials for all phases of the program Summer 1974).

H. Report finding of demonstration project to the public.

By FY 1975 the following activities will be accomplished:

A. Purchase additional materials needed to implement all phases of the programs in the demonstration Pilot schools (September 1, 1975 for 38,400 students).

B. Prepare and hold in-service training for all phases of the program for participating schools (Fall 1974, 50 districts).

C. Implement Phase I program for new demonstration project schools.

D. Implement all phases of the program for a total of 38,400 students.

E. Review and update all phases of the program (Summer 1975).

F. Prepare to provide programs to all school districts in Iowa (Winter 1974).

G. Prepare program materials and in-service training for state-wide implementation of the program.

H. Report finding of demonstration project to the public.

STATE OF IOWA

DEPARTMENT OF PUBLIC INSTRUCTION

CAREER EDUCATION BRANCH

A pre-career education program is being developed to provide assistance in the career development process of youth. Pre-Career education is a coordinated program of instruction designed to assist individuals in grades K-12 to understand and respect the world of work and to make individual choices of careers that are realistic.

By fiscal year 1975 a Pre-Career education program will be developed and implemented for 38,400 Iowa school students in grades K-12 (47,288 students will have participated in the five (5) year program, with 30,574 students in grades K-8 enrolled in the program.) During fiscal year 1971, a minimum of two (2) school districts will be located to participate in a Pilot program. A contract will be negotiated with Teacher Education institutions to develop the Pre-Career curriculum and assist with the in-service training for the participating Pilot program school(s). Plans to implement Phase I (grades 7 & 8) program for 224 students will be developed.

Institute VIII ideas and materials will be utilized as LEA's commerce developing their program materials.

PRE-CAREER ENROLLMENT CHART

Phase	Sample District	Fiscal Year					Totals
		1971	1972	1973	1974	1975	
I Grades 7-8	768	0	2	3	10	50	50
	Class size 112	0	224	336	1,112	5,600	7,272
II Grades K-6	382	0	0	382	3,820	19,100	23,302
III Grades 9-12	274	0	0	274	2,740	13,700	16,714
Totals K-12		0	224	992	7,672	38,400	47,288
K-8		0	224	718	4,932	24,700	30,574

NEW ORLEANS

LOUISIANA

FOR IMPLEMENTING A CAREER ORIENTATION PROGRAM IN LITTLE ROCK, NORTH LITTLE ROCK, AND NEW ORLEANS.

I. DETERMINE THE NEED

   A. Investigate existing policies and programs
   B. Gather statistical data

II. STATEMENT OF PROBLEM BASED ON INFORMATION GATHERED

III. ESTABLISH GOALS TO BE REACHED

IV. IDENTIFY OBJECTIVES TO ACHIEVE DESIRED GOALS

V. PLAN OF ACTION

   A. Get administrative approval
   B. Organize steering committees
   C. Select schools for pilot programs

*VI. IMPLEMENT PILOT PROGRAMS INVOLVING TOTAL STAFFS OF SCHOOLS SELECTED

VII. EVALUATE PILOT PROGRAMS AND MAKE NEEDED CHANGES

VIII. DEMONSTRATE PILOT PROGRAMS AND DISSEMINATE INFORMATION

*Little Rock Plan of Implementation for the 1970-71 School Year:

A. Develop enrichment activities in existing curricula at the junior high level.

B. Continue and improve the Manpower Economic Education Program.

C. Develop staff awareness of the need for Career Orientation and materials available.

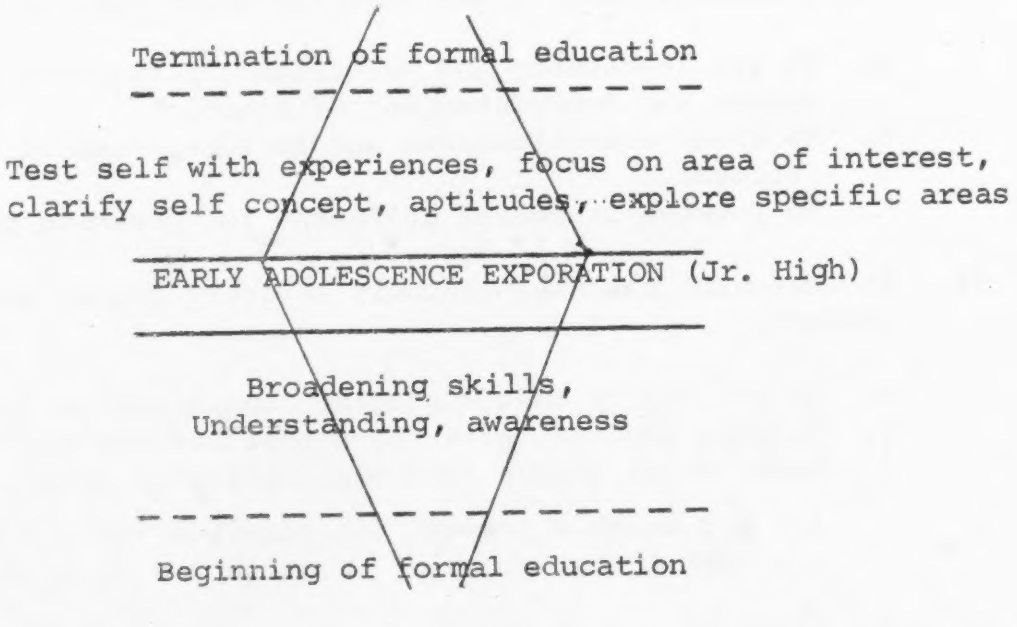
D. Make full use of community resources.

MINNESOTA

SUMMARY

I. PHILOSOPHY: Career Development is a continous process beginning at early awareness and progressing through adulthood, resulting from the influences and contributions of the home, community and all disciplines within the school structure.

II. MODEL: A conceptual model for interdisiplinary Career Development for boys and girls from kindergarden through adult.


Termination of formal education
Test self with experiences, focus on area of interest, clarify self concept, aptitudes, explore specific areas
EARLY ADOLESCENCE EXPORATION (Jr. High)
Broadening skills, Understanding, awareness
Beginning of formal education

III. GENERAL OBJECTIVES:

- A. To develop a positive self image, and recognize the right and difference of others.
- B. To develop an appreciation of the dignity of all work (to identify with workers).
- C. To develop basic skills and work habits for the individual's life work.
- D. To provide a broad opportunity for the student to identify occupations through direct and indirect processes.

IV. IMPLEMENTATION - AT LOCAL LEVEL

- A. Establish a steering committee.
  - 1. Made up of committee leaders, students, parents, and school personnel representing varied disciplines.
- B. Initiate an informational program in school communication work shops. Participants includes, teachers, administrators, and supportive personnel.
- C. Developmental activities program design workshops, participants include, community, students, and school personnel. Resource material work shop students and school personnel.
- D. Begin operation - probably inpilot schools provide continuous leadership and help from coordinator and consultants.
- E. Evaluation activities.

Oklahoma City and Albuquerque

THREE MAJOR STEPS TO INSTITUTE CAREER EDUCATION IN ITS PROPER PERSPECTIVE

I. Communication of Career Awareness
II. Cooperation in local design
III. Coordination of local actions

These three steps will often be pursued in sequence and often together.

I. Carry message back to top administrative echelon.

   A. To get leadership and encouragement from the Board of Education and Superintendent of Schools.
   B. To clear communications and actions lines of middles administrator.
   C. To receive financial guarantee for positive programs.

II. To meet with parents, teachers advisory groups and community leaders.

   A. In setting up most conducive communicative success.
   B. Present need of career in a positive way but structure communication so groups take the leadership in developing program.

      1. For example present the question "Do we have career awareness in our schools? What can we do to change this lack?"

   C. Plant idea seeds with all person and groups.

      1. For example encourage a teacher and students to develop slide collection and script about occupations in city or community.
      2. Ask parents to tell of their occupations.
      3. With cooperative group action develop a pilot project that is carefully devised to succeed.

III. Be prepared to expand pilot program to future.

   A. Consider using enthusiastic parents, teachers, etc. to carry ideas into new settings.
   B. Have consistent evaluation by all who helped develop program.

      1. To encourage improvement and maintain enthusiasm.

BISMARCK, NORTH DAKOTA

Because North Dakota is a rural, agricultural state, lacking major industry, we find it extremely important to acquaint students about the range of opportunities available to them in the world of work.

IMPACT PLAN:

I. Form Advisory Committee.

II. First priority to begin work on occupational curriculum.

III. One of top priorities will be to establish a model sightin which to test and implement the objectives of the program.

IV. Workshop situation for teachers and counselors and administrators (be sure to involve parents, community, members).

V. Work with teacher educators and counselor educators to train people who will become capable of working with these students.

VI. Put together guidelines for elementary teachers (cooperative effort) starting at elementary level K-6.

VII. Call in consultants to talk to and work with teachers, counselors and administrators.

VIII. Begin implementation of Career Development Program K-6.

IX. Continuous Education.

If we are successful we hope to:

I. Increase student awareness

II. Help student make realistic career choices

III. Increase employability

IV. Reduce number of dropouts

V. Increase guidance services

VI. Increase job placement

Our objective will be designed to provide broad occupational orientation at both elementary and secondary levels, provide specific training in job entry skills who have not had access to vocational education, provide intensive occupation guidance and counseling during last years of school and assist in initial placement.

OREGON

To develop and implement a pilot program of exploratory career education consistant with the existing committment to the cluster concept and in keeping with the Oregon Board Philosophy and General Guidelines.

OBJECTIVES:

Become familiar with existing philosophy and guidelines by writing a summary of the same.

Gain an understanding of existing cluster developmental centers through personal visitations and written assessments of each.

Study and render initial evaluation of existing programs and material for exploratory experiences in grade levels 7-10 by:

I. Attending Institute VIII and obtaining philosophy and written and spoken materials.

II. Securing additional ideas and materials through post institute follow up.

III. Instigate an Eric search of material on this program.

Design proposed instructional program of exploratory education.

Design, structure, select and appoint State exploratory programs advisory committee.

Present plan to advisory committee for evaluation, revision and approval or disapproval.

Reorganize, revise and/or redesign plan and submit to advisory committee for final approval.

Publish final proposed program and solicit developmental school for implementation.

Select developmental school, orient staff and administration and commence program.

Evaluate periodically, revise emphasis and re-direct.

Disseminate findings and arrange program of visitation for interested schools.

TEXAS

Set up a district or state structure plan.

I. TOTAL INVOLVEMENT

- A. Administrators
- B. Teachers
- C. Industry
- D. All community organizations
- E. Students
- F. Parents
- G. State advisory committee

II. ESTABLISH NEEDS

- A. Define roadblocks
  - 1. inputs and outputs

III. SELECT PILOT OR EXEMPLARY SCHOOLS

- A. K-12 and adults.

IV. DEVELOP CURRICULUM

- A. Change educational concept from traditional to open end.
- B. Decisions on grade levels.
- C. Decision on program or as a course.

V. IMPLEMENTATION

- A. Decisions
  - 1. administrators
  - 2. teachers
  - 3. line of authority
  - 4. total student involvement
  - 5. discrimination of materials
  - 6. facilities, equipment

VI. IN-SERVICE OR PRE-SERVICE OF TEACHERS ACCORDING TO PLAN OR PROPOSAL

- A. Make available workshop materials being used by other states or programs.
- B. State and local plans
- C. Philosophy of occupational orientation
- D. Techniques, procedures
- E. Enrichment of personal behavioral attitudes
- F. Awareness to the world of work
- G. Awareness of occupational opportunities

VII. EVALUATION

- A. Follow-up
- B. Progress
- C. Changes
- D. Flexibility

UTAH
Salt Lake City and Davis

A three-year pilot program of Career Development for Salt Lake City and Davis District School Systems.

I. FUNDING: Request state funds for a 3 year program with a possibility of a 2 year extension.

II. SCOPE: Each district will select one elementary, one junior high and one senior high school, that feed to each other. Salt Lake City will use middle income schools and Davis District will use low income schools. This will be a K-12, sequential Career Development program, attempting to give students a direction in planning their next step in life.

III. ORGANIZATION: All inter-disciplinary approach with entire faculty of each school being involved. A planning committee composed of administrators, teachers, counselors, parents, students, and industrial leaders from each district will help formulate plans to identify philosophy, goals, values and evaluation procedures.

Pre-service planning sessions to be held during first semester of school year. The program to begin second semester and conclude July, 1971. Followed by in-service in August, 1971.

IV. LEARNING GUIDELINES:

A. Individualized learning procedures
B. Simulated experiences
C. Direct and in-direct work experience (hands-on time)
D. Extensive use of media
E. Field trips
F. Counseling parent and student
G. "Bank" of resource persons available to students and schools.

V. EVALUATION: Utilize state specialists and research people in setting evaluation procedures. It is expected that this will bring about a realistic attitude toward the World of Work.

This proposal is the result of expanding our present program and implementing some of the many very valuable suggestions we have received at this Institute.

WYOMING

A comprehensive Occupational Education Program has been in the offering in Wyoming for the past year and one-half. As of September 1970 pilot programs will begin in the state. It is projected that these programs will lead to a state wide plan which will have comprehensive occupational education in all schools.

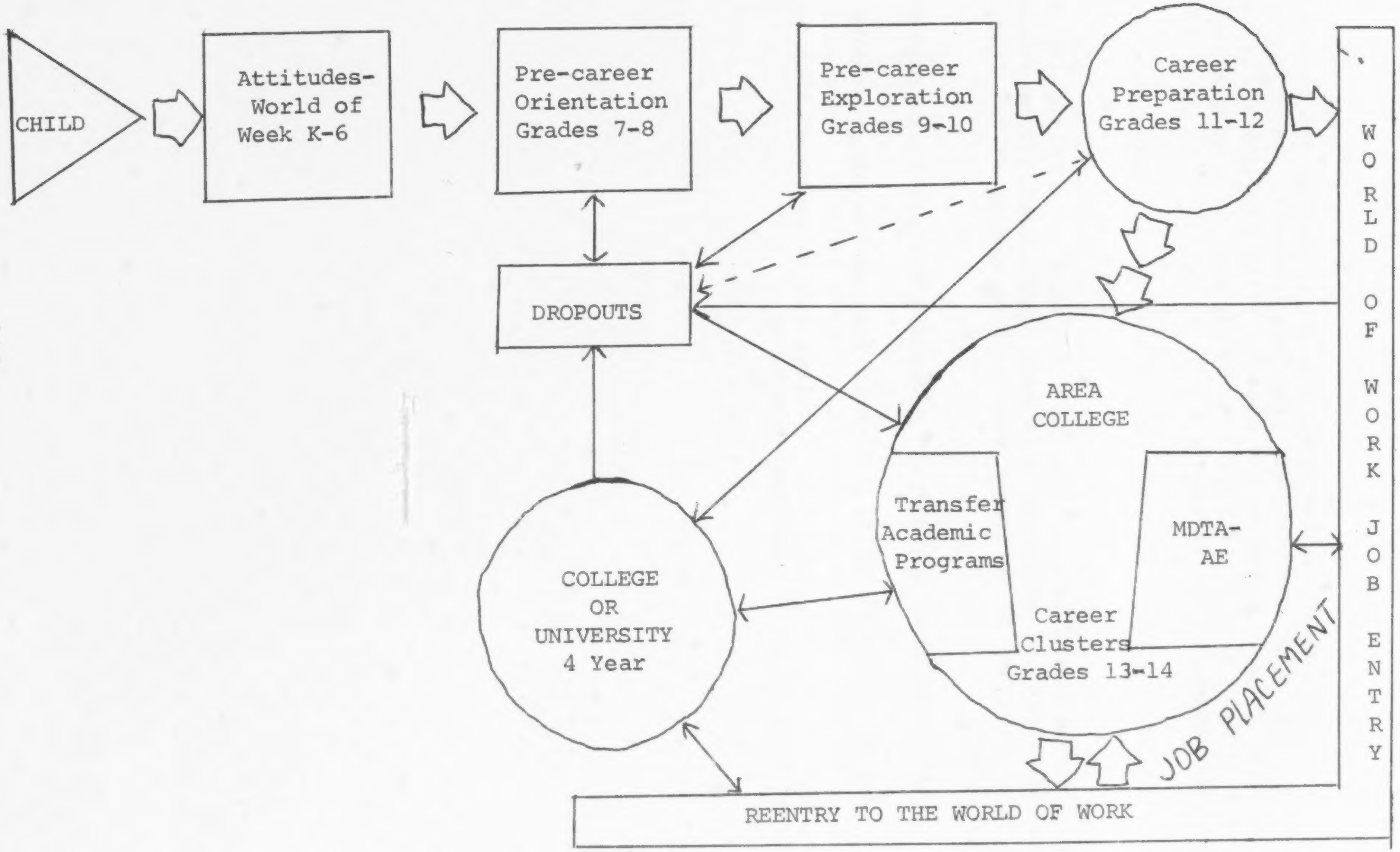
The University of Wyoming has in the development stages an Occupational Careers Program geared to the elementary teacher education curriculum. It is anticipated that this program will begin in Fall of 1971. Before this program is put into the curriculum, the University and the State Department of education will work together utilizing feedback from the pilot programs to determine what will be needed at the teacher education level.

The attached is the model for Wyoming's State wide program.

Due to Institute VIII, a plan to improve teacher education in the State of Wyoming will be started in the Fall of 1970. This will mainly take place at the University of Wyoming, but it is hoped that some type of in-service training will take place.

MODEL

A Comprehensive Occupational Educational Program Design


CHILD
Attitudes-World of Week K-6
Pre-career Orientation Grades 7-8
Pre-career Exploration Grades 9-10
Career Preparation Grades 11-12
W O R L D O F W O R K J O B E N T R Y
DROPOUTS
AREA COLLEGE
Transfer Academic Programs
MDTA-AE
Career Clusters Grades 13-14
JOB PLACEMENT
COLLEGE OR UNIVERSITY 4 Year
REENTRY TO THE WORLD OF WORK

APPENDIX F

INSTITUTE EVALUATION FORMS

NEW VOCATIONAL EDUCATION CONCEPTS AND PROGRAMS IN METROPOLITAN AREAS

INSTITUTE EVALUATION INSTRUMENTS

TO THE PARTICIPANT:

We solicit your cooperation in helping us to evaluate this institute. The evaluation of the institute consists of two forms to be administered at the end of the institute. Form 1, which will be administered at the beginning and again at the end of the institute, solicits your opinions about vocational education. Form 2, which deals with general beliefs, also will be administered at the beginning and again at the end of the institute. Form 3, which seeks your opinion regarding the conduct of the institute, will be given only at the end of the institute.

Please provide the following information about yourself. BE ASSURED THAT ALL RESPONSES WILL BE TREATED CONFIDENTIALLY. Only the evaluator will see your paper. The responses will be summarized and used in the interim and final reports. SINCE WE ARE NOT ASKING YOU FOR YOUR NAME, PLEASE BE SURE TO INCLUDE YOUR DATE OF BIRTH SO THAT WE CAN PAIR YOUR PRETEST WITH YOUR POSTTEST.

Institute: ______________________ Date: __________

Sex: __________ Date of Birth: ______________

Position: ______________________________

Highest Degree Obtained: ______________

Vocational Field:

__________ Agricultural Education
__________ Business and Office Education
__________ Distributive Education
__________ Health Education
__________ Home Economics
__________ Industrial Arts
__________ Technical Education
__________ Trade and Industrial Education
__________ Guidance
__________ Other (Specify) __________

FORM 1

KEY: SA (Strongly Agree), A (Agree), ? (Undecided), D (Disagree), SD (Strongly Disagree)

---

1. No real benefit can be expected of vocational education courses. SA A ? D SD
2. Students capable of success in college should be discouraged from taking vocational education courses. SA A ? D SD
3. The importance of vocational education cannot be emphasized enough. SA A ? D SD
4. Failure to offer vocational education cannot be justified in a democratic society. SA A ? D SD
5. Vocational education is geared to the past. SA A ? D SD
6. The major function of the high school should be the preparation of students for entrance into college. SA A ? D SD
7. Vocational education should be offered only to students with low academic ability. SA A ? D SD
8. The cost of training workers should not be born by the public school system. SA A ? D SD
9. There is no place in secondary schools for vocational education. SA A ? D SD
10. Vocational education should be handled outside the academic school system--in technical institutes or community colleges. SA A ? D SD
11. Increased emphasis on vocational education would not result in fewer dropouts. SA A ? D SD
12. Every high school graduate should be equipped with a salable skill. SA A ? D SD
13. Increased vocational education may be the answer to the problems of unemployment. SA A ? D SD
14. Academic educational courses are more useful than vocational courses to the average student. SA A ? D SD
15. No secondary school should be accredited unless it offers a comprehensive program of vocational education, given adequate funds. SA A ? D SD

KEY: SA (Strongly Agree), A (Agree), ? (Undecided), D (Disagree), SD (Strongly Disagree)

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16. The information provided in the college preparatory courses can be applied to more jobs than the information available in vocational education courses. SA A ? D SD

17. More students should be encouraged to enroll in vocational education programs. SA A ? D SD

18. Vocational education is an educational frill. SA A ? D SD

19. No area of education is more important than vocational education. SA A ? D SD

20. Public expenditure of funds for vocational education is the best educational expenditure that can be made. SA A ? D SD

21. The general education curriculum is the best preparation for entry into an occupation upon graduation from high school. SA A ? D SD

22. Vocational education courses are as important for college bound students as they are for non-college bound students. SA A ? D SD

23. The proportion of the school budget allocated to vocational education should be increased markedly. SA A ? D SD

24. Vocational education is one answer to youth unrest in this country. SA A ? D SD

25. Redistribution of present education funds to emphasize vocational education would probably yield a higher national per capita income. SA A ? D SD

26. Vocational education courses prepare students for many jobs which lack prestige. SA A ? D SD

27. All students should be enrolled in at least one vocational education class while in school. SA A ? D SD

28. Rural youth are being educationally shortchanged due to inadequate vocational offerings. SA A ? D SD

29. Vocational education in rural areas is more important than vocational education in urban areas. SA A ? D SD

KEY: SA (Strongly Agree), A (Agree), ? (Unedcided), D (Disagree), SD (Strongly Disagree)

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30. Currently employed rural vocational education teachers are less adequately prepared than vocational education teachers in general. SA A ? D SD

31. More inclusive preparation is required for vocational teachers in general than for rural vocational education teachers. SA A ? D SD

32. Only the non-college-bound need vocational education. SA A ? D SD

33. Academic courses are applicable to a wider spectrum of jobs than vocational education courses. SA A ? D SD

34. Most students would not benefit from the job skill instruction offered in vocational education programs. SA A ? D SD

35. Vocational education courses are beneficial primarily for those who are terminating their education at the end of high school. SA A ? D SD

36. The vocational education curriculum provides a better preparation for more jobs than does the college preparatory curriculum. SA A ? D SD

37. Vocational education courses provide learning experiences geared to individual needs better than academic courses. SA A ? D SD

38. Vocational education programs help keep the potential dropout in school. SA A ? D SD

39. Vocational training is not as valuable to society as training for the professions. SA A ? D SD

FORM 2

*This is a questionnaire to find out the way in which certain important events in our society affect different people. Each item consists of a pair of alternatives lettered a or b. Please select the one statement of each pair (and only one) which you more strongly believe to be the case as far as you're concerned. Be sure to select the one you think you should choose or the one you would like to be true. This is a measure of personal belief: obviously there are no right or wrong answers.

1.a. Children get into trouble because their parents punish them too much.
b. The trouble with most children nowadays is that their parents are too easy with them.

2.a. Many of the unhappy things in people's lives are partly due to bad luck.
b. People's misfortunes result from the mistakes they make.

3.a. One of the major reasons why we have wars is because people don't take enough interest in politics.
b. There will always be wars, no matter how hard people try to prevent them.

4.a. In the long run people get the respect they deserve in this world.
b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.

5.a. The idea that teachers are unfair to students is nonsense.
b. Most students don't realize the extent to which their grades are influenced by accidental happenings.

6.a. Without the right breaks one cannot be an effective leader.
b. Capable people who fail to become leaders have not taken advantage of their opportunities.

7.a. No matter how hard you try some people just don't like you.
b. People who can't get others to like them don't understand how to get along with others.

8.a. Heredity plays the major role in determining one's personality.
b. It is one's experiences in life which determine what they're like.

9.a. I have often found that what is going to happen will happen.
b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

10.a. In the case of the well prepared student there is rarely if ever such a thing as an unfair test.
b. Many times exam questions tend to be so unrelated to course work that studying is really useless.

11.a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
b. Getting a good job depends mainly on being in the right place at the right time.

12.a. The average citizen can have an influence in government decisions.
b. This world is run by the few people in power, and there is not much the little guy can do about it.

13.a. When I make plans, I am almost certain that I can make them work.
b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

14.a. There are certain people who are just no good.
b. There is some good in everybody.

15.a. In my case getting what I want has little or nothing to do with luck.
b. Many times we might just as well decide what to do by flipping a coin.

16.a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.

17.a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.
b. By taking an active part in political and social affairs the people can control world events.

18.a. Most people don't realize the extent to which their lives are controlled by accidental happenings.
b. There is really no such thing as "luck."

19.a. One should always be willing to admit mistakes.
b. It is usually best to cover up one's mistakes.

20.a. It is hard to know whether or not a person really likes you.
b. How many friends you have depends upon how nice a person you are.

21.a. In the long run the bad things that happen to us are balanced by the good ones.
b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

22.a. With enough effort we can wipe out political corruption.
b. It is difficult for people to have much control over the things politicians do in office.

23.a. Sometimes I can't understand how teachers arrive at the grades they give.
b. There is a direct connection between how hard I study and the grades I get.

24.a. A good leader expects people to decide for themselves what they should do.
b. A good leader makes it clear to everybody what their jobs are.

25.a. Many times I feel that I have little influence over the things that happen to me.
b. It is impossible for me to believe that chance or luck plays an important role in my life.

26.a. People are lonely because they don't try to be friendly.
b. There's not much use in trying too hard to please people, if they like you, they like you.

27.a. There is too much emphasis on athletics in high school.
b. Team sports are an excellent way to build character.

28.a. What happens to me is my own doing.
b. Sometimes I feel that I don't have enough control over the direction my life is taking.

29.a. Most of the time I can't understand why politicians behave the way they do.
b. In the long run the people are responsible for bad government on a national as well as on a local level.

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*Rotter, J. B. Generalized expectancies for internal versus external control of reinforcement. Psychological Monographs, 80, 1966, 1-28.

FORM 3

NOTE: Please Do Not Sign Your Name

Key: SA (Strongly Agree), A (Agree), ? (Undecided), D (Disagree), SD (Strongly Disagree)

1. The objectives of this institute were clear to me. (19) SA (43) A (5) ? (5) D (2) SD
2. The objectives of this institute were not realistic. (0) SA (10) A (4) ? (48) D (12) SD
3. The participants accepted the purposes of this institute. (16) SA (47) A (6) ? (2) D (0) SD
4. The objectives of this institute were not the same as my objectives. (0) SA (10) A (3) ? (54) D (7) SD
5. I have not learned anything new. (0) SA (1) A (1) ? (43) D (28) SD
6. The material presented seemed valuable to me. (21) SA (45) A (4) ? (1) D (0) SD
7. I could have learned as much by reading a book. (1) SA (1) A (6) ? (39) D (27) SD
8. Possible solutions to my problems were not considered. (0) SA (8) A (5) ? (47) D (14) SD
9. The information presented was too elementary. (0) SA (1) A (1) ? (53) D (19) SD
10. The speakers really knew their subject. (5) SA (57) A (9) ? (5) D (0) SD
11. I was stimulated to think about the topics presented. (13) SA (49) A (5) ? (3) D (1) SD
12. We worked together well as a group. (22) SA (42) A (4) ? (2) D (1) SD
13. The group discussions were excellent. (22) SA (38) A (6) ? (4) D (0) SD
14. There was little time for informal conversation. (2) SA (15) A (2) ? (45) D (6) SD
15. I had no opportunity to express my ideas. (2) SA (4) A (0) ? (46) D (17) SD
16. I really felt a part of this group. (15) SA (46) A (4) ? (5) D (0) SD
17. My time was well spent. (17) SA (42) A (8) ? (3) D (0) SD
18. The institute met my expectations. (7) SA (49) A (9) ? (11) D (0) SD
19. Too much time was devoted to trivial matters. (1) SA (2) A (9) ? (58) D (4) SD

20. The information presented was too advanced. (0) SA (0) A (4) ? (49) D (19) SD

21. The content was not readily applicable to the important problems in this area. (2) SA (8) A (7) ? (46) D (8) SD

22. Theory was not related to practice. (1) SA (7) A (9) ? (50) D (4) SD

23. The printed materials that were provided were very helpful. (10) SA (56) A (4) ? (0) D (0) SD

24. The schedule should have been more flexible. (1) SA (11) A (15) ? (37) D (6) SD

25. As a result of your participation in this institute, do you plan to modify either your present or future work? YES (66) NO (4) ? (1)

If YES, please describe the nature of the most important of such modifications and the activities which will be affected.

26. As a result of your contacts with the participants and consultants at this institute, have you decided to seek some continuing means of exchanging information with any of them, i.e., to establish some continuing relation with a participant(s) and/or consultant(s), for the purpose of information exchange?

YES (60) NO (8) ? (3)

If YES, what types of information can the consultant or participant contribute that would be helpful to your work?

27. To what extent were the objectives of this institute attained?

28. In your opinion, what were the major strengths of this institute?

29. In your opinion, what were the major weaknesses of this institute?

30. If you were asked to conduct an institute next year, what things would you do differently from what was done in this institute?

31. Additional comments about institute ______________________________

32. If you had it to do over again would you apply for this institute which you have just completed? YES___ NO___ UNDECIDED___

33. If an institute such as this is held again would you recommend to others like you that they attend? YES___ NO___ UNDECIDED___

POST INSTITUTE EVALUATION FORM

Institute VIII
Improving Occupational Orientation
Programs for Junior High School
Students in Metropolitan Areas

This evaluation form is being administered seven months after your attendance at Institute VIII in Seattle, Washington. This form, along with the pre-test and post-test already given, provides evaluative data regarding: (1) the manner in which the Institute was conducted, and (2) the effect it may have had upon you.

Please provide the following information about yourself. BE ASSURED THAT ALL RESPONSES WILL BE TREATED CONFIDENTIALLY. Only the evaluator will see your paper. The responses will be summarized and used in the final report. SINCE WE ARE NOT ASKING YOU FOR YOUR NAME, PLEASE BE SURE TO INCLUDE YOUR DATE OF BIRTH SO THAT WE CAN PAIR YOUR PRE-TEST WITH YOUR POST-TEST.

Sex: ________________________ Date of Birth: ____________________

State: ________________________

Position: ____

Highest Degree Obtained: ____

Vocational Field:

__________ Agricultural Education

__________ Business and Office Education

__________ Distributive Education

__________ Health Education

__________ Home Economics

__________ Industrial Arts

__________ Technical Education

__________ Trade and Industrial Education

__________ Guidance

__________ Other (Specify) ____________________

PART I

Participant Opinions of Institute and Its Affect

DIRECTIONS:

Please circle the response which best describes your opinion.

CODE:

SA = "Strongly Agree" D = "Disagree"
A = "Agree" SD = "Strongly Disagree"
? = "Undecided"

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1. The objectives of Institute VIII are still clear to me.	(16) SA	(33) A	(3) ?	(2) D	(0) SD
2. The objectives of Institute VIII were not realistic.	(0) SA	(2) A	(4) ?	(36) D	(19) SD
3. The objectives of this institute were not the same as my objectives.	(0) SA	(4) A	(3) ?	(40) D	(10) SD
4. I did not learn anything new at Institute VIII.	(0) SA	(0) A	(1) ?	(32) D	(26) SD
5. The material presented has been valuable to me.	(13) SA	(41) A	(2) ?	(1) D	(1) SD
6. I could have learned as much by reading a book.	(1) SA	(1) A	(3) ?	(38) D	(16) SD
7. The information presented was too elementary.	(0) SA	(1) A	(3) ?	(40) D	(15) SD
8. As I look back, the speakers really knew their subjects.	(3) SA	(44) A	(7) ?	(2) D	(0) SD
9. As I look back, the group discussions were excellent.	(8) SA	(42) A	(5) ?	(3) D	(1) SD
10. My time was well spent.	(14) SA	(43) A	(0) ?	(2) D	(0) SD
11. The institute met my expectations.	(6) SA	(43) A	(5) ?	(3) D	(0) SD
12. Too much time was devoted to trivial matters.	(1) SA	(4) A	(7) ?	(40) D	(7) SD
13. The information presented at the institute was too advanced.	(0) SA	(0) A	(1) ?	(43) D	(15) SD
14. The content was not readily applicable to the important problems in this area.	(0) SA	(4) A	(2) ?	(46) D	(6) SD

15. The printed materials that were provided were very helpful. (7) SA (47) A (3) ? (2) D (0) SD

16. As a result of your participation in Institute VIII, have you modified your present work?

Yes (44) NO (13)

If YES, please describe the nature of the most important of such modifications and the activities which will be affected.

17. As a result of your contacts with the participants and consultants at the institute, have you established a means of exchanging information with any of them?

Yes (26) NO (32)

If YES, what types of information are being exchanged and how does it contribute to your work?

18. To what extent were the objectives of this institute attained?

19. In your opinion, what was the major strength of Institute VIII?

20. In your opinion, what were the major weaknesses of the institute?

21. If you were asked to conduct a similar institute, what would you do differently from what was done in Institute VIII?

______

______

______

22. Additional comments about the institute. ______

______

______

______

______

23. If you had it to do over again would you apply for Institute VIII?

YES (58) NO (0) UNCERTAIN ____

24. If an institute such as this is held again would you recommend to others like you that they attend?

YES (58) NO (0) UNCERTAIN ____

PART II

POST-INSTITUTE VIII RESULTS AT PARTICIPANT LEVELS

Because of information gained at the institute, I: (Please check correct response)		YES	NO
1.	Have re-evaluated present vocational programs.	(44)	(8)
2.	Have made changes in present vocational programs.	(40)	(10)
3.	Have explained new concepts to educators and/or citizens in the school district, institution, or state that I represent.	(50)	(4)
4.	Have constructed new curricula.	(27)	(25)
5.	Have helped others construct new curricula.	(33)	(18)
6.	Have planned new instructional programs.	(37)	(13)
7.	Have written courses of study.	(15)	(39)
8.	Have written proposals for vocational programs.	(33)	(19)
9.	Have written articles or other materials.	(14)	(36)
10.	Have initiated exemplary programs.	(32)	(19)
11.	Have been working more closely with various segments of the community such as business, industry, and/or agriculture.	(42)	(10)
12.	Have given talks on vocational education and orientation programs at the junior high.	(31)	(19)
13.	Have been working more effectively with other educators.	(49)	(4)
14.	Have been constantly using some of the information presented at the institute.	(40)	(11)
15.	Have definitely learned new concepts which have been valuable to me.	(49)	(4)
16.	Have referred to and used the printed materials that were provided at the institute.	(45)	(9)
17.	Have become more aware of the vocational needs of junior high school age students.	(49)	(5)
18.	Have developed specific programs for improving occupational orientation programs for junior high students.	(39)	(19)

	YES	NO
19. Have modified some of my present or planned activities	(42)	(5)
20. Have kept in contact with some of the participants and/or consultants I met during institute.	(27)	(19)

In addition to the above, please describe those specific things that you have done as a direct result of having participated in the Institute VIII and briefly describe the changes in Vocational Education that resulted (use additional paper as needed):

PARTICIPANT RESPONSES TO QUESTION #18 ON THE

POST-INSTITUTE VIII EVALUATION FORM

To What Extent were the objectives of this institute attained?

1. They were attained through improvement of the University of Wyoming Occupational Explorator Program.

2. It made leaders in Vocational Education aware of the need for vocational orientation.

3. A great extent - change attitudes & practices.

4. It made me aware of the need for orientation information & programs for Junior High students.

5. Basically, I feel we covered our objectives.

6. 50%

7. a. To acquaint people with innovative programs.
   b. Disseminate information
   c. To influence the participants to try new ideas

8. Fairly good overall, but could have focused more on problems of minority (especially Black) students.

9. It provided us with better insight into what attempts are being made to orientate Jr. High students vocationally in other cities.

10. Provided basis for establishing general plans of implementation of V. O. state wide in Arkansas.

11. The things that can be done to identify students who can profit from vocational education early were fairly well represented.

12. I felt that the objectives as I saw them were met.

13. We have been doing it here in our system for some time.

14. We have been able to incorporate our own school faculty in a concern for vocational education.

15. The overall objectives were met successfully.

16. Broad view of national direction & extent of prior work in area of Jr. High.

17. #16 plus we are going to attempt some program at 6th grade level then work toward lower grades.

18. I believe we attained all of the objectives.

Responses to Question #18 (Continued)

19. Good participation & sharing of concepts permitted wide dissemination practices demonstrated & discussed were particularly helpful to the objectives.

20. Fairly Well

21. Setting new goals in H.I.S.D. (Huston Ind. School)

22. To a great degree by district officials in our district.

23. We were given approaches & techniques for orienting youth to the world of work. While not in a key position to effect change directly, the information learned is making it possible for me to sell program improvements.

24. I felt the ;objectives, with a few exceptions, were met quite well.

25. The planning & development objectives were achieved. However, the implementation will probably be slow & from my position there objectives will take time.

26. For me, limited though helpful.

27. Awareness of what could be done & how to go about it.

28. Partially

29. The objectives were extremely vague.

30. We worked with the elementary grade level - we were supposed to work at the Jr. High level.

31. I been more aware of the need for vocational orientation in the Jr. High level.

32. Largely

33. We went about as far as we could go in the exchange of ideas, exposure to what is being done, and planning at that time & place.

34. It gave us more specific directions & the enthusiasm to work toward the fulfillment of plans realized by others.

35. To good degree, locally (this school)

36. Due to reduction of personnel in our area we have not begun but I have not forgotten the importance of elementary and junior high career education.

37. Have had one conference on Career Education - Everybodies Business. Utilized some of the materials in a proposal for Model Cities on Vocational Education.

Responses to Question #18 (continued)

38. New ideas for orientation and a broader knowledge of what is being done in other geographic areas.

39. Making people more aware of the need to acquaint all students to the job world that hopefully will enable the student to become a productive within society.

40. Communications were opened across the country.

41. Average success

42. We were not able to incorporate all ideas that were obtained at the institute in our programs the first year; about 40% I would say.

43. Enforced some of my own beliefs. Gave me a more positive outlook and encouraged me to get off my rear.

44. Fairly well

45. Too early to tell yet.

46. I feel that there was much inspiration and motivation, but we needed more time for getting ideas for implementation.

47. Awareness of need was achieved. Specific programs of how we're looking. Need more strategies for staff development.

48. Only minimally--I think the objectives changed after participants began to interact!

49. Dist. personnel agreeable to programs beginning in junior high vocational, but a budget problem exists.

50. Exchange of ideas, concepts, opinions and experiences by local, county and state people as well as teachers, counselors and administrators concerning occupation orientation education.

51. The need for the exchange of ideas having to do with the Jr. Hi. area.

52. Reasonable extent.

PARTICIPANT RESPONSES TO QUESTION #16 ON THE

POST-INSTITUTE VIII EVALUATION FORM

As a result of your participation in Institute VIII, have you modified your present work?

1. Wyoming; Teacher Educator - A Proposal is included YES "Cooperative Occupational Education Teacher-Education Program in the Department of Vocational Education"
2. Arkansas; Administrator of Program Planning YES--Occupational information packets will be prepared for elementary teachers during the next year. A workshop for junior high teachers will be held in June.
3. Utah; Specialist, Director of Vocational Education and Business and Distributive Education YES--Innovated programs in Career Development Directed in-service workshops for counselors.
4. Oregon; Specialist, Exemplary & Exploratory Career Education-- YES--an increased awareness of innovative programs has helped me sponsor and recognize for reaching exemplary programs.
5. Minnesota; Research Consultant YES--I have passed on some of the things that I heard there.
6. Utah; Director Vocational Education YES--Junior High School approach to world of work.
7. New Mexico; Ad., University of New Mexico YES--Only in my approach to the entire subject of vocational education, etc. I have had little opportunity to put the new ideas in practice.
8. Missouri; Director, Vocational-Tech. & Adult Ed. YES--I have directed the production of a video tape film of the area vocational school course offering. (30 mins. in 10 areas). This will be utilized on the Jr. High level for vocational orientation.
9. Washington; Teacher, Industrial Arts YES--To some extent, I have been able to contribute to the middle school planning concerning occupational orientation.
10. Texas; Supervisor Basic Skills/coordinated Vocational Academic Educ. YES--Have tried to include a more diagnostic approach to determining eligibility. More follow-up.
11. Arkansas; Director Voc. Orientation YES--We have implemented voc-orientation in 5th and 6th grade exemplary programs in (8) different schools; plans for revising the original teachers guide for V.O. Jr. high are in progress.

Responses to Question #16 (continued)

12. Utah; School Counselor (Jr. High) NO--The modifications I want to make concerning junior high school guidance need more time.

13. Colorado; Teacher/Coordinator Industrial Coop. Educ. YES--Counseling & Recruitment of Trainees.

14. Lousiana; Supervisor YES--Increased emphasis on Occupational Orientation and Vocational Guidance in I. A. in Jr. High schools; World of Work at the elementary level.

15. Wyoming; Guidance YES--We have established a work orientation --on the job explanation program in the junior high.

16. Washington; Counselor YES--We now have a vocational guidance class for our eighth graders.

17. Washington; Educator YES--Implementation of activities. (Parallel) Already instituted in career planning.

18. Oklahoma; Director, Voc.-Tech. Ed. YES--Materials have helped in our new program of orientation to world of construction.

19. Arizona; Vocational Training Coordinator YES--I have broken our metal working program down into 1 semester classes. One semester will be devoted to occupational study.

20. Texas; Occupational Counselor YES--More consultative work from junior hi school.

21. California; Principal, Jr. H.S. YES--An attempt was made to institute Voc. Guidance & Voc. Educ. into the site curriculum. Weakness of local staff prohibited this!

22. Arizona; Vocational Counselor YES--Have been giving more time to group orientation in vocations. Have received authorization for a workshop for counselors which will be held in April. Even have the governor coming!

23. Nebraska; Consultant in Vocational Education, State Dept. of Ed. YES--I am strongly encouraging and have accomplished programs at the jr. high level. Also I have been instrumental in adding to the State Guidelines recommendations that jr. high programs be developed.

24. Minnesota; State Dept. of Ed. NO ?--Some of the information has been helpful but hardly caused what I would call a modification.

25. Oklahoma; Counselor YES--Held orientation sessions with more Jr. High Schools about vocational opportunities at the Area School.

Responses to Question #16 (continued)

26. Texas; Consultant YES--I am using some of the ideas as we attempt in Texas to develop occupational guidance in the total curriculum K-12.

27. California; Consultant, Work Experience Education YES--Have concentrated efforts toward pre-vocational training.

28. Minnesota; Counselor YES--A "hands-on" exploratory vocational unit was initiated. Selected jr. high students were placed in the local TVI to work with the regular students.

29. Washington; Head Counselor YES--Instigation of a Vocational orientation class as a required course for all 8th graders.

30. Washington; Director YES--Greater push in junior high occupational exploration.

31. Arkansas; Vocational Supervisor YES--Modification of programs is still in the planning stage.

32. Lousiana; Dir. Secondary & Vocational Education YES--

33. New Mexico; Principal YES--(1) attitude (2) occupational awareness, elementary program (3) career orientation program S.P.S.) (4) mission shop program (5) video tape demo.

34. Arizona; Director of Occupational Education YES--Gave me a stronger feeling for career exploration and development--a concern of all in education grades K-12.

35. Arizona; Director of experimental Fres. program YES--Changed orientation program with freshmen to include more time in Vocational shops.

36. Texas; Principal, Drane middle school YES--We began a Vocational program in our middle school for the first time--C.V.A.E. & Occupational Orientation type.

37. Washington; Principal YES--Broadening the base of vocational education to accomodate educational needs of students in lower grades and junior high school.

38. Arkansas; Supervisor of Industrial Education YES--We have started seven vocational orientation programs in our junior high schools.

39. Nebraska; Special Education Teacher YES--Plans to start a summer school for our pupils in this area.

40. New Mexico; Counselor YES--I have initiated units on voc. ed. in elementary & jr. high schools in broad scopes of content.

Responses to Question #16 (continued)

41. California; Consultant, Prac. Arts & Voc. Ed. YES--9th grade occupations orientation course for guidance will be in effect this coming school year.

42. Arizona; Coordinator, Elementary & Jr. High Guidance YES--Have tried to emphasize career development concept in elementary and junior high schools. I have served as consultant on two proposals for Federal projects for grades 1-12 embodying career development.

43. Oregon; Teacher Education - Career Education NO--I was already directing my efforts in the direction of career education. The institute helped me to gain additional perspective.

44. Colorado; Supervisor, Industrial Education YES--I promote more World of Work information & vocational guidance by the teachers of industrial arts. I approve more such materials for purchase.

45. Utah; Specialist Ind. Arts NO--Not enough days in a week.

46. Arizona; Coordinator of Industrial Education YES--Inclusion of occupational orientation terms & titles introduced at the elementary levels to provide stronger emphasis upon articulation of industrial arts and occupational education in junior and senior high school.

The following are flat NO's:

Kansas; General Coordinator Occup. Edu.
Texas; Asst. Dir. Ind. Arts
Colorado; Supervisor
Oregon, Voc. Counselor - Teacher
North Dakota; Area Guidance Counselor
Missouri; Asst. Director, State Dept.
New Mexico; Asst. Area Supt.
Washington; Director Occup. Ed. Task Force
Wn.; Assist in Ind. Art & T & I
Arkansas; Assistant Superintendent